

The **School Executive**

FEBRUARY 1954



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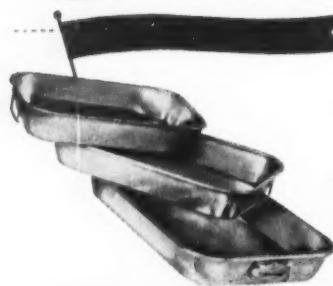
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WEAR-EVER



The School Executive

FEBRUARY, 1954

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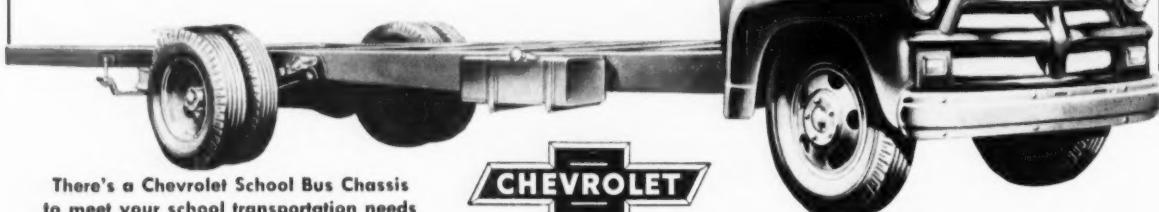
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Preview for March

THE MARCH SCHOOL EXECUTIVE will have several "specials" which should make it particularly interesting and valuable.

● The Planning Section will present a group of important studies made under the aegis of the Midwest Cooperative Program in Educational Administration. Dr. Francis Chase, director of the Midwest CPEA Center at the University of Chicago, and a group of his associates author the section.

● Then there will be a special 32-page picture section announcing and featuring the winners in THE SCHOOL EXECUTIVE's third annual Competition for Better School Design. The five top designs, plus the several named for honorable mention and special features, will be illustrated and described. Everyone interested in the latest in school building designs will want to study this special section.

● "Our Schools" will present Dr. George W. Holmes' discussion of the importance of educational planning to school buildings. Dr. Holmes has recently gone to the Roanoke, Virginia, schools as assistant superintendent in charge of educational planning.

● R. B. Doolin of Cedar Rapids, Iowa, presents a valuable discussion on the administration of the school lunch program.

● Special attention is also called to a tandem presentation and analysis of the American Council on Education's recent report, "The Function of the Public Schools in Dealing with Religion."

Other articles and the regular features combine with these to make the March SCHOOL EXECUTIVE unusually attractive.

Sincerely,
Walter D. Cocking, Editor

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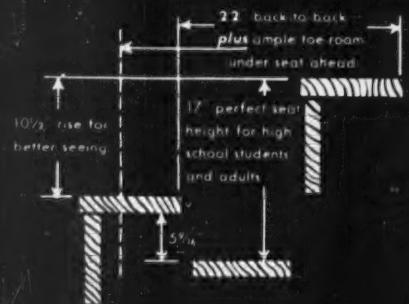
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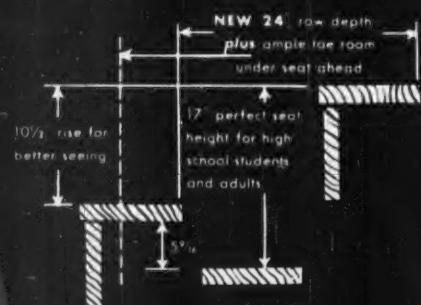
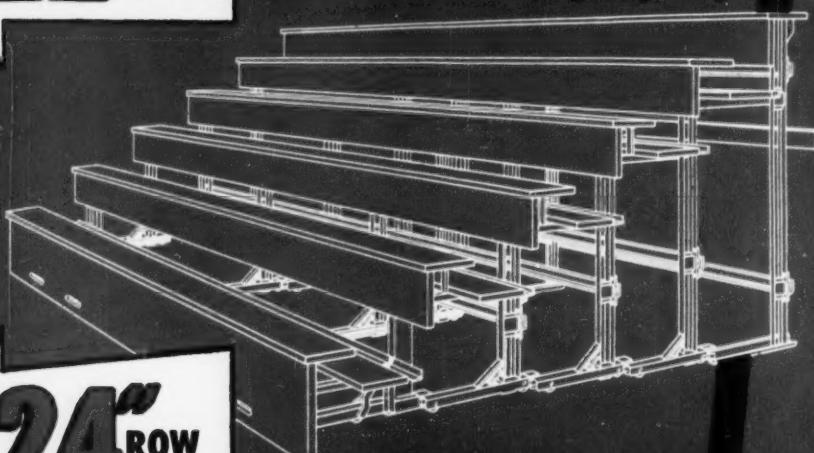
THE SCHOOL EXECUTIVE is published monthly at Orange, Conn., by the American School Publishing Corporation, Edgar J. Buttenheim, President; Frank Raymond, Second Vice-President; Edwin Wagner, Treasurer. Entered as second-class matter at the Post Office at Orange, Connecticut, under the act of March 3, 1879. Subscription rates: United States—1 year, \$3.00; 2 years, \$5.00; 50¢ per copy; back or reference issues, \$1.00 per copy. Foreign Countries—\$3.00 a year. Member of "Audit Bureau of Circulations" and Educational Press Association. Copyright, 1954, by American School Publishing Corporation, 470 Fourth Avenue, New York 16, New York.

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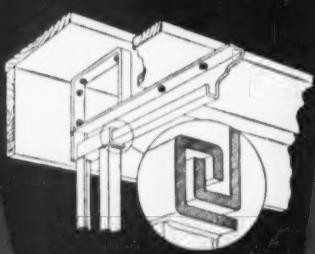


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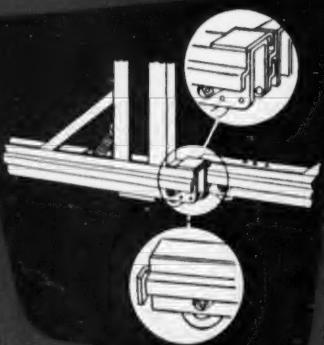
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AS I SEE IT

by *Walter S. Cocking*

What Is Educational Planning?

A POPULAR SHIBBOLETH among educators at the moment is "educational planning." With little apparent understanding of its meaning or significance, educators use the term tirelessly as a proposed solution for most of the problems on the current educational scene. A perfectly necessary process is thus in danger of falling into disrepute and finally into the rubbish can on account of its misinterpretation by well-meaning people.

Educational planning is not accomplished in a vacuum, nor is everyone competent to carry on the process. Furthermore, it is incorrect to assume that "educational planning" has an entity within itself. It is not a single step, but a whole series of steps. It isn't just done at a single sitting, but rather involves many time periods each of which may occupy days, weeks or years of effort. It rarely involves only one person; it ordinarily draws in many people. Educational planning is concerned with the many component parts which must each be fashioned and fitted into its proper perspective for the finished picture.

One must conclude, therefore, that educational planning is a complicated process. And so, while many give lip service to it, few achieve it for lack of understanding of what it involves and how it is done.

I am concerned in this brief essay with examining a few of the phases of educational planning with the hope that it may cause others to give greater attention and thought to this whole conception. Let's be negative for a moment. Much of which passes today for educational planning is in reality a parading of the prejudices of the so-called planners. When several people join together to plan they should certainly do more than total their prejudices; in fact, they should make every effort to eliminate prejudices entirely. What, then, are the ingredients necessary for sound planning?

AS I SEE IT, they include the facts, direct and related, which are pertinent to the problem on which planning is to be done; detailed discussion and deliberation of the problem with the pertinent facts in hand; and finally the making of a decision or plan of action based upon the facts and the fruits of deliberation. Such procedure implies that those who take part must come

equipped with understanding and other competencies with respect to the problem, or else they must take the punishment to acquire such competencies. Ignorant and incompetent people cannot plan constructively.

Technicians and others competent through training and experience on particular phases of the problem should be used at the stages where their "know how" is most useful. Teachers and administrators can be particularly useful in such capacities, as can those in other organizations, such as recreation directors, public health nurses, dietitians and librarians.

It should be emphasized that this type of educational planning is democratic in character. It involves many people. It is based upon the concept that the studied and deliberate judgment of the group is better than that of the individuals who compose the group. And not only does a better plan emerge, but those who put it into action and see it carried out can do so more effectively because, having had a part in its making, they understand the *why*, the *what* and the *how*.

THREE IS NO question but that democratic planning takes more time than authoritarian planning. It requires expert and understanding leadership. Differences will occur which often appear irreconcilable. The original opinions and judgments of many individuals will be modified in the light of those of the others.

Yet, the end result is worth all the time and pains and tribulations which such a process entails. Perhaps the greatest rewards come to the planners themselves: the learning how to work with other people, the development of individual and group friendships, the sharing of one's own competencies with others, the pride of group accomplishment, and the knowledge that team strength and influence is far more effective than that of any individual.

The primary objective, as I see it, of educational planning is the development of plans related to the school which, in the light of a given situation, will give a reasonable and worthwhile result and which are within the ability of the participants to achieve. We need more such planning throughout America. As we gain experience, we can be sure that our skill in its processes will improve and, hence, better and better planning will result.

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MUNICIPAL AUDITORIUM, ATLANTIC CITY, FEB. 13-18, 1954

KEYNOTES

comments on the educational scene

As a.a.s.a. meets again . . .

THE MEMBERS OF the American Association of School Administrators meet this month for their annual convention at Atlantic City. Advance programs indicate that the president and his associates have scheduled timely subjects for discussion.

Plans have been made for administrators interested in particular problems to meet in groups for intensive exploration. As in the past, manufacturers of equipment and supplies will exhibit the latest and most original materials for school use.

Discussion and exploration are certainly worthwhile. Yet more is necessary. For when school administrators and company, 15,000 strong, take time out for a week to meet together, the results for America should be substantial and important.

The nation looks to this meeting for plans and decisions which are fundamental in obtaining better schools for every American community.

United for achievement

THE ORGANIZATION which brings together the top state school officers and their associates from each of the 48 states, has demonstrated in the past ten years what unified group action can accomplish.

Today, the Council of Chief State School Officers is one of the most vigorous and active organizations on the educational scene. The members have found ways to fuse strength, planning and research into one powerful motive force.

In charge of the central clearing house and focal unifying center of the group is the organization's executive secretary. Ed Fuller, the present secretary, serves as the voice of the council, supervises the work assigned his office and provides the dynamic leadership necessary for achievement.

Legally and potentially, the 48 chief state school officials is the group which can speak most strongly and forcefully for American education. Present work and program of the council are among factors encouraging better school systems throughout the land.

School lunch

THE HOT LUNCH as a regular part of the schools' program is now almost universally accepted. Almost all new buildings contain some provision for this activity.

The conception of the school lunch has changed greatly in the past twenty years. It has now advanced to the

present idea that the school lunch is an important part of any good educational program. Indeed, many believe it is as essential to the proper development of children as any of the more formal and traditional program parts.

This view is based upon the belief that intellectual, social, and emotional growth is largely impossible unless a person is properly fed. Further, luncheon activity can provide an ideal setting for important social, intellectual and emotional adjustments.

The good school lunch program, then, more than feeding hungry mouths, has great potentiality in developing mental, emotional and physical well-being.

To work together . . .

EVERY COMMUNITY, large and small, has from a score to several hundred organizations and agencies. Studies show that the vast majority of such organizations have educational objectives of some kind included in their goals or purposes.

How does the school administrator work with these organizations? Does he view them from a competitive standpoint or does he consider them as potential members of a community team all pulling together to raise the educational level of the community?

Here lies an important issue. In the past, many school administrators viewed with alarm and considerable concern other organizations which attempted to do something about education. It was felt that education was a concern of the schools exclusively. Many believed that other agencies should be limited to helping promote and secure funds.

Today these conceptions are rapidly changing. For, education is the concern of all the people and their organizations. It is recognized increasingly by school administrators that agencies other than the schools have educational objectives, and should work to achieve them.

The wise school administrator finds good ways to weld these agencies and the schools into one team whose sole purpose is better education for the community.

Teacher recruitment

ALL FORECASTS INDICATE that the public schools will need more than 100,000 additional teachers per year for years to come. It will be an almost superhuman task to locate and interest young people who seem to have the potentialities for becoming good teachers. Yet, the job must be done.

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THE SCHOOL EXECUTIVE

one great asset in doing this job. For these future teachers sit right now as students in elementary and secondary classrooms. Thus, today's teachers should be on the lookout for the material from which tomorrow's are made.

Young people will undoubtedly look with favor on teaching as a profession if their own teachers emulate the characteristics in their work which the idealism of youth is ever seeking.

The teachers of today, then, have an opportunity and a great responsibility to help recruit tomorrow's needed teachers.

Vocational education

VOCATIONAL EDUCATION is currently under examination from both within and without the profession.

The appraisal will prove valuable if it leads to better programs in perspective with the educational whole, and develops more understanding of the field's purpose and functions, thereby encouraging greater financial support.

On the other hand, if the conclusions reached tend to tear down and weaken this important phase of education, so laboriously built up during the past 40 years, it will be a great disservice to education as a whole.

President Eisenhower has appointed a commission which is currently studying federal grants to the states, including those for vocational education. The Council of State Governments recently announced its support of the belief that each state could and should provide for its own necessary program of vocational education. Recent sessions of Congress have debated increasing the need for federal support of vocational education.

It would seem to us (1) that a stronger program of vocational education is needed, (2) that all levels of government—federal, state and local—should contribute to its financial support, (3) that the needed program and its operation are properly matters which should be left primarily to the determination of the local communities and (4) that vocational education should be more closely integrated with the total educational program.

Gift of land

SIGNIFICANT GIFTS OF LAND and money have been made in the past to public education. These gifts have, however, frequently had strings attached. They have been welcome even so, but boards of education are happier when no conditions are imposed by the donors except that the land or the money be used solely for public education purposes.

Such is the recent gift of two fine sites of land valued at \$60,000 presented to Mecklenburg County, North Carolina. The donors are Mr. and Mrs. Joseph Schoenith, long-time local residents, who gave to the public school system because they "could not think of a better choice in giving the property."

"It could not have happened at a better time," accord-

ing to Superintendent of Schools James W. Wilson. "Our school population is growing, and the need for such fine school sites as the Schoeniths have given is most urgent."

Chairman W. Banks McClintock of the board of education expressed the board's thanks and added, "This is a new experience. Usually when large gifts are made, they are bestowed elsewhere."

Perhaps the Schoenith gift will be the first in a chain of similar financial or land donations from citizens in other communities.

The size of a school

THERE IS A CONSTANT TEMPTATION in these days of ever increasing enrollments for school officials to shut their eyes and dull their consciences on the proper size of a school building unit.

This error can deny boys and girls a situation in which their best development can take place. In fact, sheer size can cause a school to have a negative influence on a child's development.

An elementary school which is larger than 450, a junior high school of more than 750 or a senior high school with an enrollment of more than 1,000 is reaching the limit of positive returns.

School officials must use courage, vision and much persuasion to help boards and citizens understand the importance of limiting the size of a school to provide boys and girls with a desirable educational future. If this is not done, the total opportunity may be lost forever.

We welcome proudly . . .

ON JANUARY 1, 1954, THE SCHOOL EXECUTIVE welcomed four new members to its board of advisory editors for five year terms.

We are particularly proud to include on our board John H. Fischer, young and forward-looking superintendent of the Baltimore schools; Paul A. Miller, vigorous and successful superintendent at Warren, Ohio; "Pat" Murphy, beloved and dynamic superintendent of Carlsbad, New Mexico; and "Bill" Penrose, the liberal and constructive dean of the University of Delaware's School of Education.

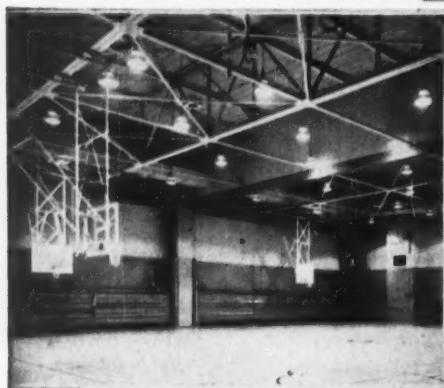
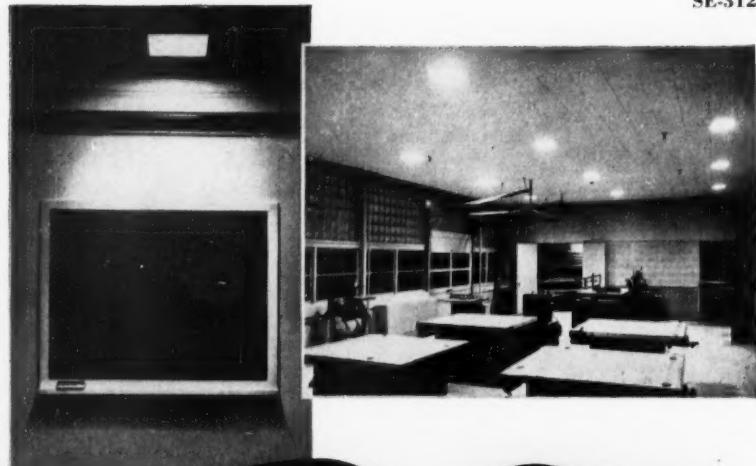
Also, Superintendent Archibald B. Shaw of Scarsdale, New York, who has already served one term on the board, has accepted a new five year term. The counsel and assistance of these men assures to SCHOOL EXECUTIVE readers a continuing program of vigorous and effective leadership from the Advisory Board of Editors.

At the same time, we regret that the terms of office of the following have expired: W. A. Early, NEA president, and superintendent at Savannah, Georgia; E. W. Montgomery, superintendent emeritus of Phoenix, Arizona, Union High School; Paul R. Mort, Teachers College, Columbia University and Wayne O. Reed, assistant United States commissioner of education. We shall miss them. They rendered invaluable assistance during their terms of office.

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LETTERS

to the editor

A high-water mark

To THE EDITOR: You have taken "the cake" with the January SCHOOL EXECUTIVE. Certainly this is a high-water mark in journalistic accomplishment in the field of educational publishing.

Congratulations to you, Mr. Buttenheim, and all who collaborate to produce this important journalism in school administration.

VIRGIL M. ROGERS
Dean, School of Education
Syracuse University, N. Y.

Beats Scrabble

To THE EDITOR: Mrs. Toy was will-

ing last evening to give up Scrabble so that I could read the January SCHOOL EXECUTIVE from cover to cover. I was pleased with what I read.

It is an outstanding issue and, from a completely selfish point of view, in my job I couldn't have asked for more.

HENRY TOY, JR.
Director,
National Citizens Commission
for the Public Schools
New York City

A splendid service

To THE EDITOR: Congratulations on the January issue of THE SCHOOL

EXECUTIVE which has just come to my desk. It looks like one of the most interesting issues that I have ever seen. You are rendering a splendid service to education. More power to you in the good work that you are doing.

HERSCHEL S. LIBBY
Superintendent of Schools
Irvington, New Jersey

Masterful review

To THE EDITOR: Congratulations to you and your editorial staff on the special January issue of THE SCHOOL EXECUTIVE.

It is a masterful review of the year's progress in school administration.

J. H. PRESTON
Sales Manager
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LETTERS

For in-service education

TO THE EDITOR: I went through the January issue with great interest and growing enthusiasm. It is the best round-up of current trends in school administration which I have yet seen in one publication. I know of no document which will permit one to contribute to his effective in-service education in such a brief period of time.

No one who would keep abreast of fundamental trends in educational administration will miss reading this significant survey.

JOHN K. NORTON
Head of Dept. of Educational Administration
Teachers College
Columbia University

Deserves complete study

TO THE EDITOR: I have had a chance to review the School Administration issue for its total effect but I know it deserves a complete study rather than a mere review. I think the total effect is excellent. It was well organized and well presented.

I am glad you have concluded this thing with Dr. Melby's article on the future of school administration. As architects, we study old school buildings to find how we can make new ones perform much better. It seems to me that this will hold true in school administration and that's the same reason why you have devoted an issue to a review of the year's activity in school administration.

An analysis of most problems evolves itself into three parts: What has been done (that's what your January issue did); What should be done (that's where Dr. Melby's article comes in); and How to do it (I'm sure that is one of the aims THE SCHOOL EXECUTIVE tries to achieve throughout the year).

Therefore, I think your basic idea of devoting the January issue to a

LETTERS

review of the past year's activity is a good one.

W. W. CAUDILL
Caudill, Rowlett, Scott
and Assoc., Architects
Bryan, Texas

Popular with visitors

TO THE EDITOR: The January SCHOOL EXECUTIVE is a very popular publication around the office. Even our visitors try to get away with copies when we aren't watching.

BELMONT FARLEY
Director, Press and
Radio Relations
NEA
Washington, D. C.

Exceeds expectations

TO THE EDITOR: I want to tell you that the January SCHOOL EXECUTIVE far exceeds my expectations. To you go my heartiest congratulations for the successful realization of another one of your amazing creative ideas.

LAWRENCE G. DERTHICK
President, AASA

Breath-taking

TO THE EDITOR: Just a note to say that your issue of January '54 is breath-taking in scope. Congratulations.

WILLIAM O. PENROSE
Dean, School of Education
University of Delaware

Cornerstone document

TO THE EDITOR: Your January issue is the sort of thing historians ought to find in cornerstones around 2254 A.D. in order to gain insight into education in the U. S. in 1953.

EDGAR FULLER
Executive Secretary
National Council of Chief
State School Officers
Washington, D. C.

(Letters continued on page 146)

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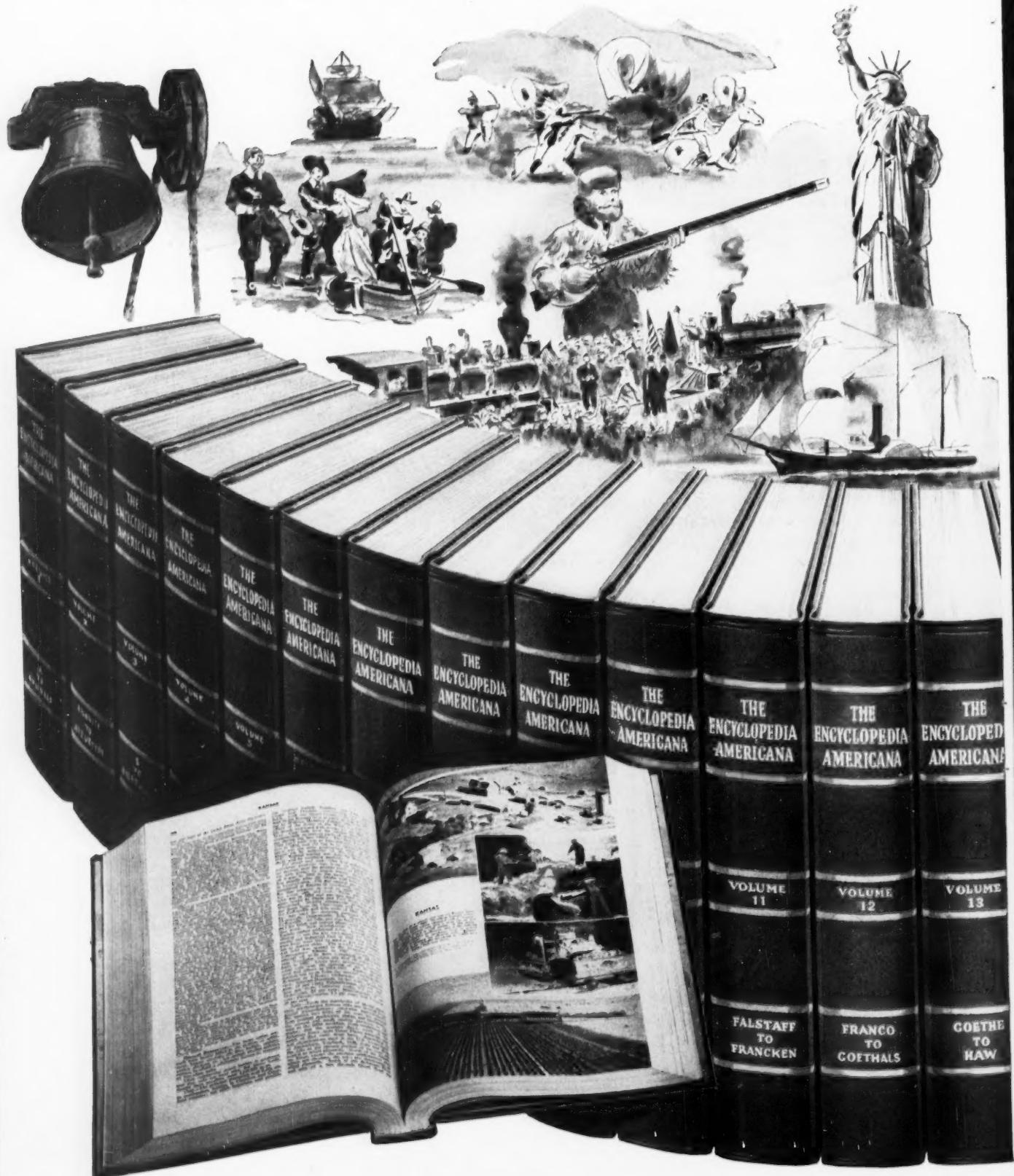
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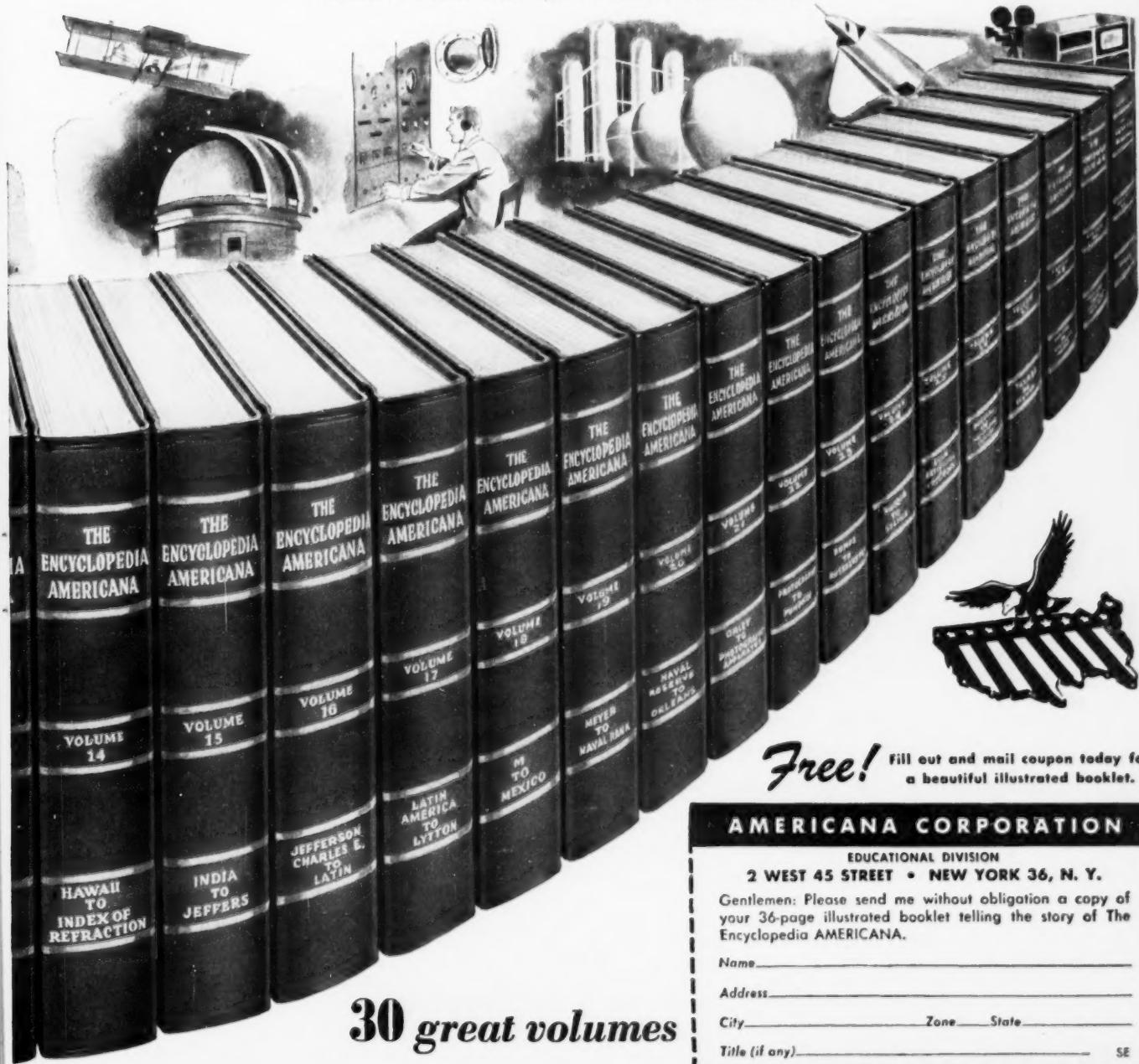
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THE SCHOOL EXECUTIVE

Some comments to help answer the laymen who ask, "Who makes a good school board member? And how can we get him elected to our board?"

Selecting Better School Board Members

by ROBERT E. BILLS

Assistant Professor of Psychology at the University of Kentucky, Lexington.

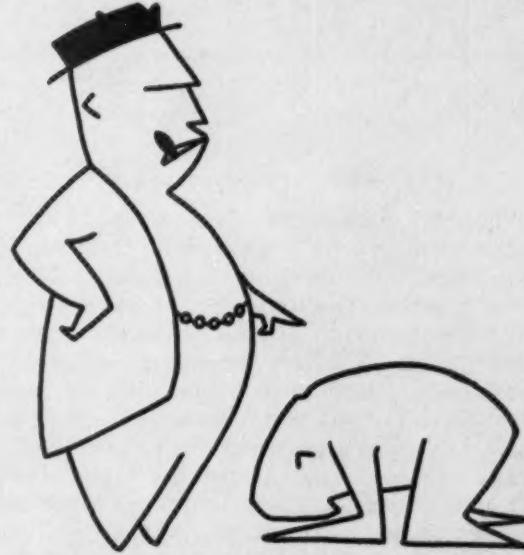
SCHOOL BOARD members are responsible for the education of our children, and thus are charged with keeping one of the most important instruments for maintaining our democracy and insuring the growth of people. What is the best method of selecting persons to fill these vital positions? How can the community screen its candidates in order to select adequate people for board membership?

Methods vary in nominating board members

In a democracy the process by which school board members are selected is as important as the persons who are selected. Usually, candidates to the school board are selected by one of several methods such as nomination by incumbent board members, designation by the superintendent, activities of pressure groups or self appointment. On rare occasions they are nominated by room-parent groups or parent-teacher associations, or at mass meetings called by the board of education.

The latter methods seem more desirable since democratic action affects the group engaged in the process, and it also influences the perspective of the chosen representative. A board member

will tend to represent the group which selected him. Certainly, then, the greater the participation in the selection, the more likely will the board members represent the people of a community.



He shouldn't feel responsible to one group

Where participation is not comprehensive, the board member will feel greater responsibility toward the wishes of the superintendent, or the

Next Month: Educational Planning of Schools

No. 111. Reprints in quantities of ten or more may be purchased from The School Executive, 470 Fourth Avenue, New York 16, New York. 10 copies for 1 month: \$1.00, for 12 months: \$10.00; 25 copies for 1 month: \$2.00, for 12 months: \$20.00; 50 copies for 1 month: \$3.00, for 12 months: \$30.00; 100 copies for 1 month: \$5.00, for 12 months: \$50.00.

pressure groups which have been responsible for his nomination and election.

Advantages in broad representation

Methods of selection that involve citizen groups are more desirable since democratic action effects changes in people. Through such group processes, people become involved in common goals, they learn to abide by the decisions of the group, they come to know their fellow men, they learn to respect other people, and they contribute to the formulation of goals and philosophies. In short, people grow through group action.

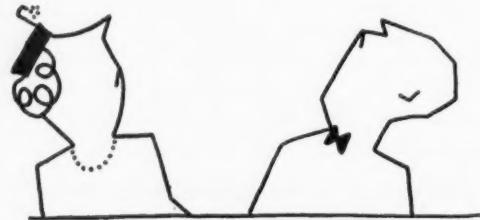
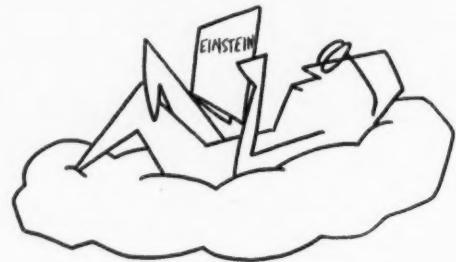


Some may seek to grind an axe

What sort of person should be selected by the citizens of a community to serve on their school board? Generally speaking, the motivations of school board members need not be questioned—they are prompted by unselfish and loyal motives of service. Even though few school board members desire to control education for their own purposes, there are sometimes undesirable motives which do prompt their membership. Some members have sought election in order to grind an axe, do a favor, seek publicity, enhance self or gain power and prestige. Since these motives exist, the type of candidate cannot be left to chance.

Some of the recent research in educational leadership provides at least a partial answer to the question of the type of person who should

be selected. During the past two years, The University of Kentucky Interdisciplinary Project in Educational Administration has been studying educational leaders. This committee has been able to demonstrate that successful educational leaders can be distinguished by their personal characteristics. In other words, such factors as intelligence and job "know-how" alone do not assure the best kind of educational leadership. The University of Kentucky study has further shown that educational experts, superintendents and group members all desire the same sort of person for positions of leadership.

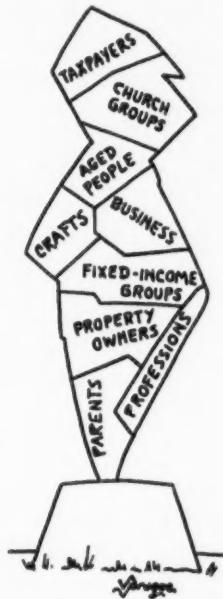


Intellect alone is no assurance

Is the successful board member the same type of person as the successful educational leader? To answer this question, a group of educational experts—representing administration, supervision, vocational education, secondary education, elementary education and teacher training—described the personal characteristics of the ideal school board member. They agreed that the personal characteristics of the ideal school board member *should* be the same as those of the successful educational leader. The ideal board mem-

He should be nominated for membership at mass meetings...

ber was characterized as a thoroughly democratic individual who has a sound philosophy commensurate with the responsibilities and duties of the American way of life, a high regard for the dignity and worth of people, and faith in the efficacy of group action. In other words, this group found that his most important traits are those concerned with human relations.



He should represent the total community

This definition of leadership emphasizes the importance of personal traits. Thus the ideal board member is a person who, because of his belief in the dignity and worth of people including himself, creates uninhibited and stimulating environments in which people are free to be themselves and in which they can grow.

Should put community over patronage

How can we recognize desirable candidates for school board membership? From the above discussion several guideposts become clear. School board members should be selected by the action of all people affected by the schools of a community, and these people should function as community members rather than representatives of groups such as patrons, taxpayers, business people or parents. Through group action the people of

a community grow, schools are able to select desirable leaders, and schools and communities benefit from the increased involvement and concern of community members. Selection of board members by a large group of people promotes the pooling of information and opinions, insures greater acceptance of the representatives, and prompts the board member to represent a cross section of community interests and problems.

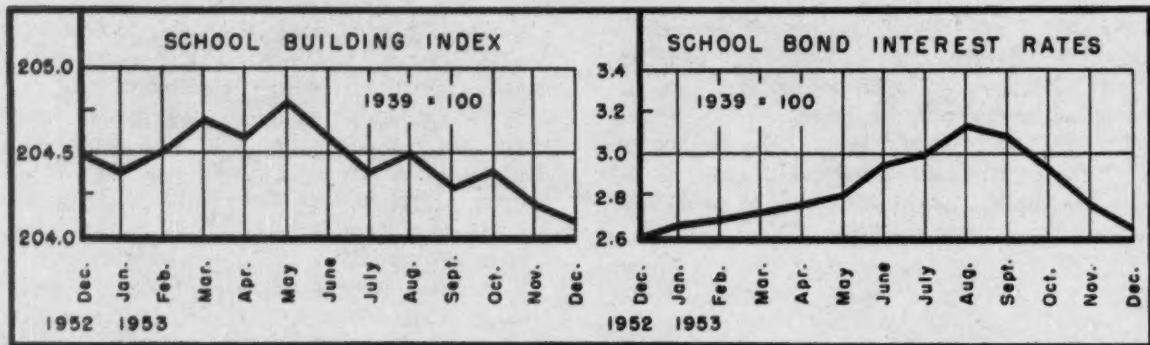
People who are selected as candidates for membership should have demonstrated success in some activity requiring ability in human relations. Although this may appear to be restrictive, it is broad. Ability in human relations is required for success in such professions as law, medicine and the ministry. The same ability is required in all vocations which demand face-to-face relationships with people.



He is not far removed from pupil needs

School board members participate in the formulation of policies that directly affect the children and indirectly affect all members of a community. Democratic selection of adequate people means that board members will not be too far removed from the needs of pupils or from the members of the community whom they must represent.

...he should have demonstrated ability in human relations



School Building Costs and Bond Prices

HAROLD F. CLARK, *Economic Analyst, Teachers College, Columbia University*

The most important school building news of recent weeks has been the sharp drop in school bond interest rates. The average interest rate on all school bonds sold during the month of December was 2.65 percent. This represented a very decided continued drop. The average interest rate in November was 2.76 percent. These are much lower than the highs which had been reached a few months earlier. Then, the interest rates had been above three percent.

School bonds are selling at a lower interest rate now than any time during the past twelve months. This low is extremely attractive to school boards interested in issuing bonds. The federal government could, if it wanted to, turn interest rates back up immediately; however, there is no reason to assume that it will.

The assumption for many months has been that interest would be reduced with any minor decline in business activities, and money made readily available for legitimate business purposes. Until the federal government introduces at least a minor change in policy, rates should fluctuate around the present level or drift slightly lower.

Building Costs Drop

The index of school building costs dropped in December. The index was 204.1 (1939 = 100); in November the index was 204.2.

The decline in actual cost of school building has not been very large, but existence of a decline itself, however, is of very great importance. The very fact that costs have gone down even by an extremely small amount has led to bids far closer to actual costs than in the past. If prices had continued to go up as they have rather steadily for fifteen years, the normal tendency would have been for a contractor to add a very substantial

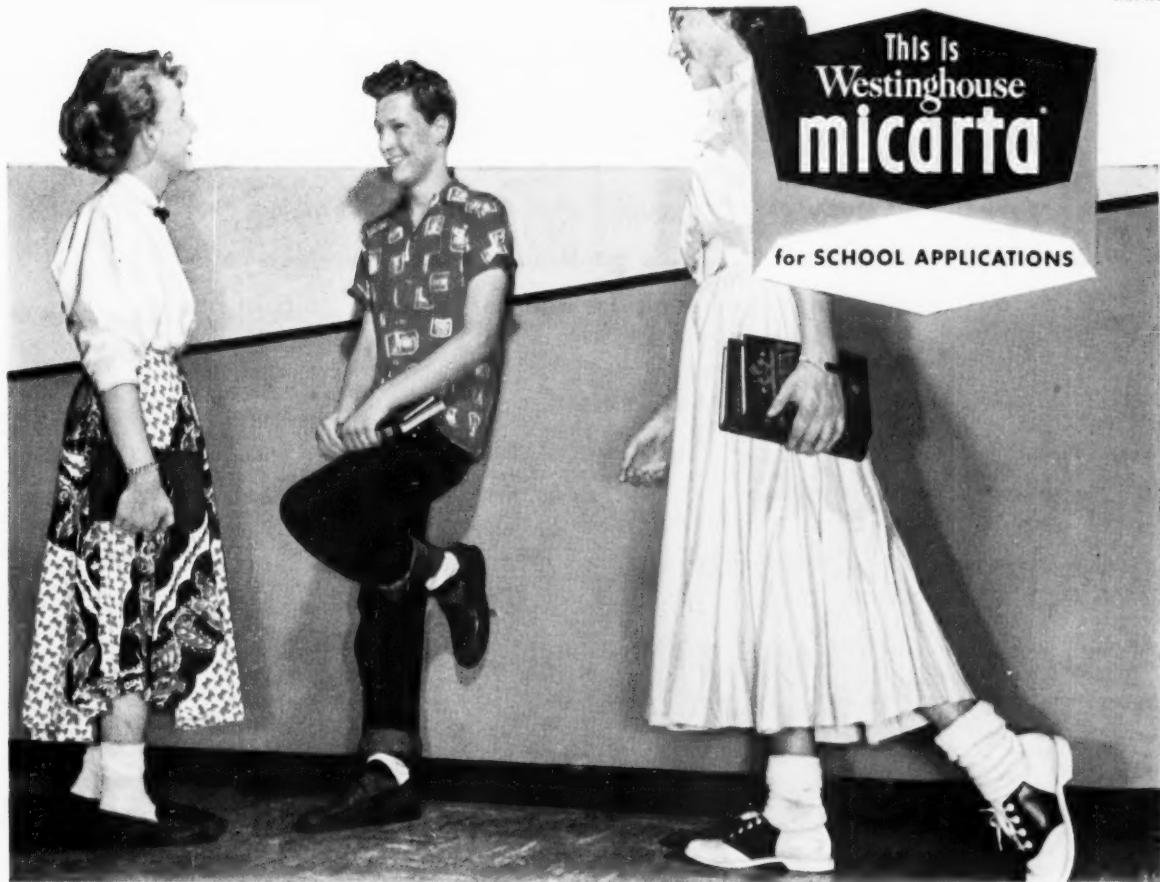
amount to his bid for that expected rise. If, on the other hand, prices have stabilized or are declining slightly, the contractor is much more likely to present what he thinks is a fair bid for the actual cost of the building.

The over-all supply situation in regard to building materials is good. The past year broke the all-time record in the volume of construction. While construction will not likely break another record, the best expectations are that it will continue on a large scale. There is a continual shifting in the major types of building construction, which means that certain other types of construction will expand. 1954 will probably set new all-time records on several varieties of construction, school house construction among them.

The reasons for expecting an all-time record in school house building in 1954 are easily stated. Money is readily available at reasonable rates. The children are here, and the schools need to be built. The communities want and need to build them. At last the building industry has at least a small margin of men and materials that it can devote to expansion of school construction without taking away from some other type of construction. The supply of materials and of labor are entirely adequate.

Lower Cost Schools

If school men would devote themselves for the next few years to the problem of reducing the cost of school buildings, probably very great advances could be made. This is the perfect year to show lower costs. The year will show enormous volume, still there will be no particular pressure on the supply of men or materials. School construction should show all the advantages of large volume without any of the disadvantages.



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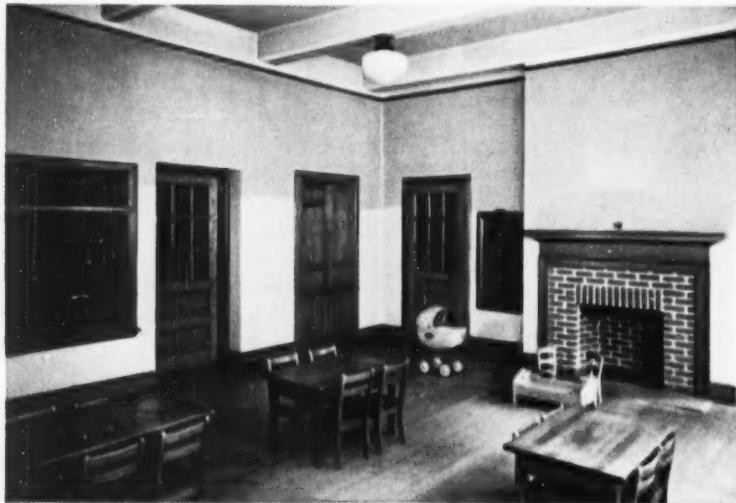
Pittsburgh

Two-year study of 2,500 pupils in Baltimore elementary schools presents convincing proof that correctly planned color environment improves behavior and performance traits of pupils.

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Work Habits	2.832	3.038	.206	7.3
Language Arts	2.645	2.922	.277	10.5
Arithmetic	2.554	2.771	.217	8.5
Social Studies	2.862	3.223	.361	12.6
Art-Music	2.976	3.274	.298	10.0



Kindergarten classroom used in Baltimore school experiment before repainting.

COLOR IN CLASSROOMS, used according to Pittsburgh COLOR DYNAMICS, materially improves the academic work of students. A two-year study in Baltimore public schools has produced substantial evidence that color environment has a favorable effect on behavior and performance traits.

This Baltimore project was conducted by the Psychological Laboratory of The Johns Hopkins University's Institute of Cooperative Research. Three elementary schools were included in this experiment.

Complete scholastic and attitude records were kept on all children. At the end of the first year of the test, two of the schools were repainted. One building was decorated in the standard manner for all Baltimore schools. Another was decorated according to COLOR DYNAMICS. The third was not painted because its records were used as a basis of comparison with the others.

During the test approximately 20,000 report cards were tabulated and studied. Definite upward changes in behavior and scholastic traits were noted in the school painted according to COLOR DYNAMICS. Kindergarten pupils showed 33.9 per cent improvement, almost five times greater than the next best school. Students in Grades III to VI showed improvement of 8.9 per cent in performance traits in the COLOR DYNAMICS school. This compares with improvement of 0.5 per cent in the conventionally painted school and a decline of 2.7 per cent in the school that was not repainted.

Summary of the observations based on the 20,000 report cards would seem to show that the COLOR DYNAMICS school had 18 per cent fewer "poor" pupils, while the other two schools showed an increase of such students.

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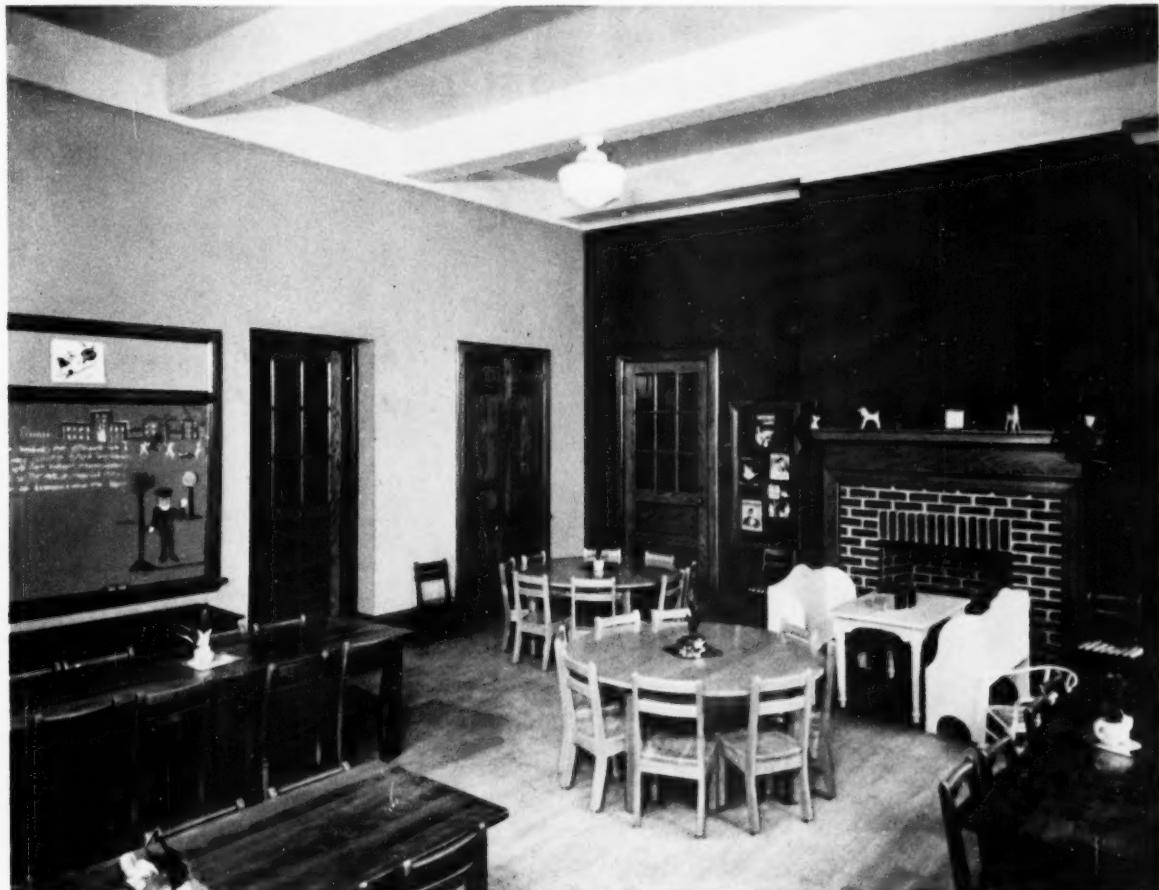
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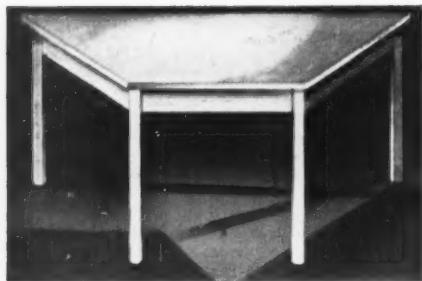
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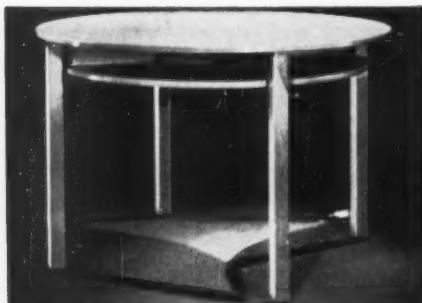
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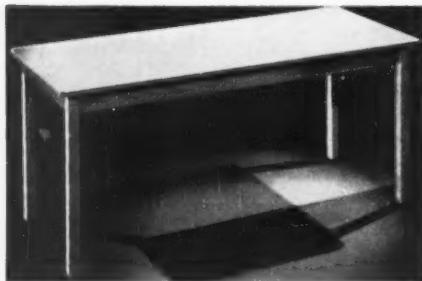
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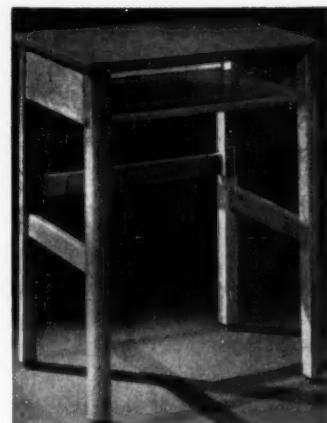
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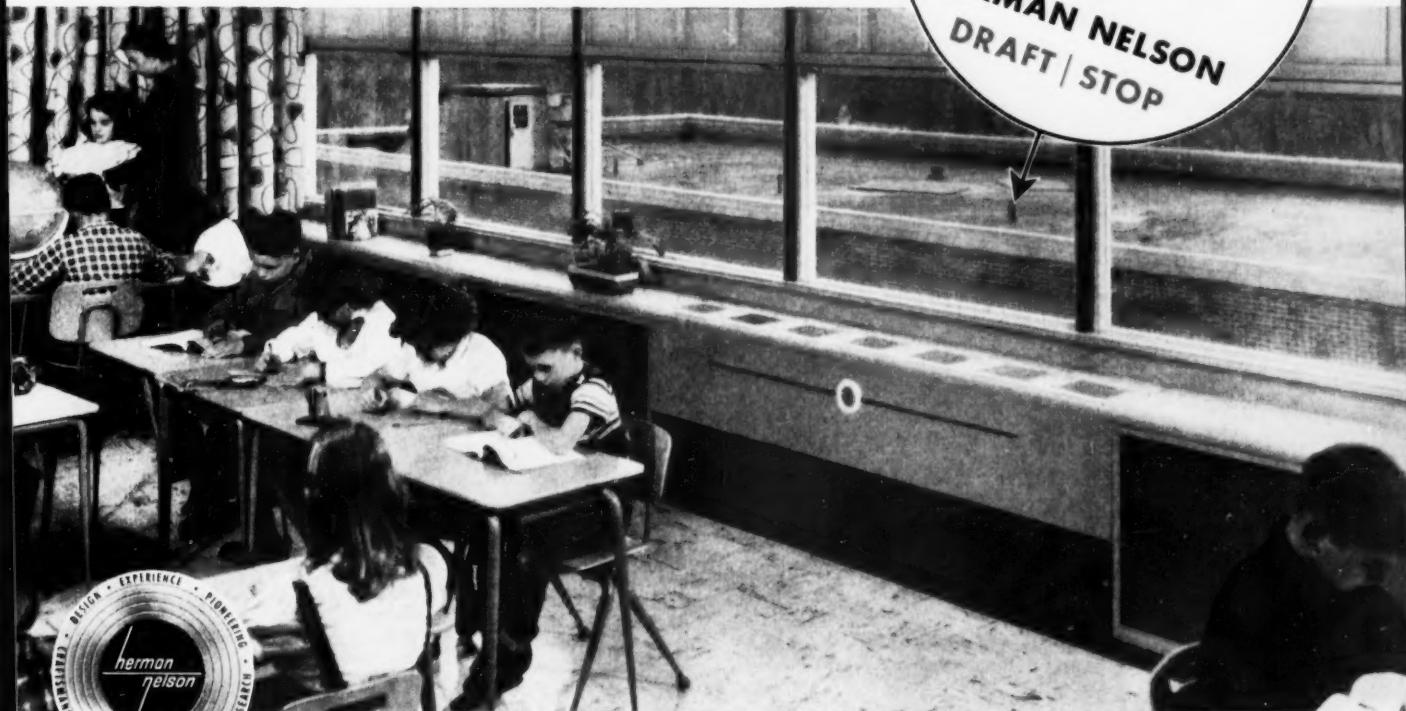
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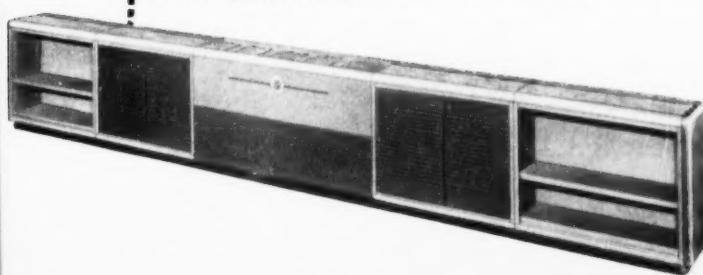
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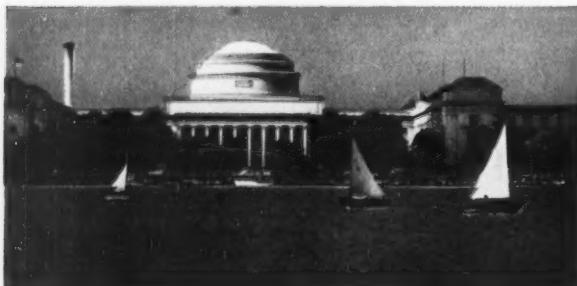
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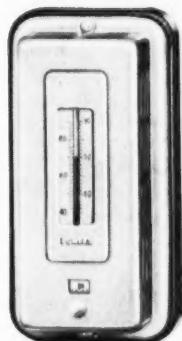
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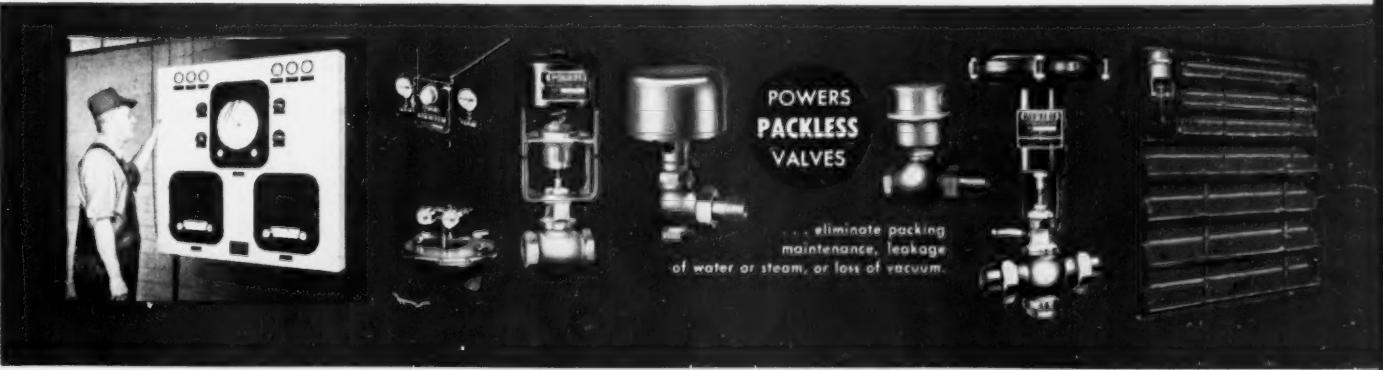
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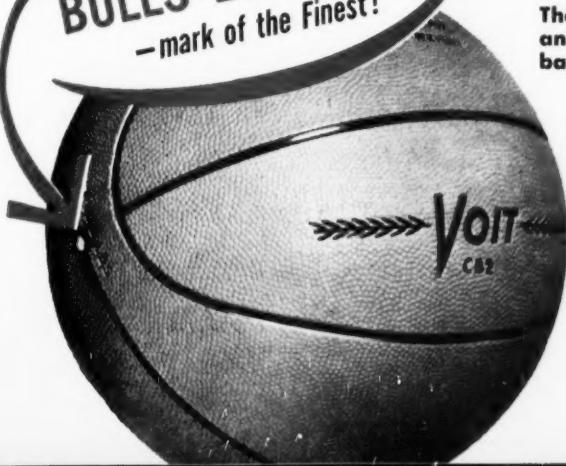
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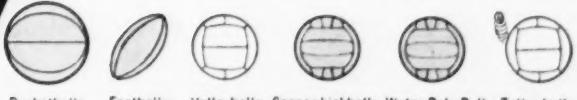
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**Johns-Manville, the pioneer in sound control,
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Fibretoner Panels
are easily installed over new or
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BECAUSE DISTRACTING NOISE can lead to confusion and careless mistakes in schoolwork, practically all new schools include acoustical ceilings for noise absorption. However, even if your school was constructed before sound control became an established science, you can have Johns-Manville Fibretoner Acoustical Panels easily and quickly installed over your present ceilings with little interruption to regular routine.

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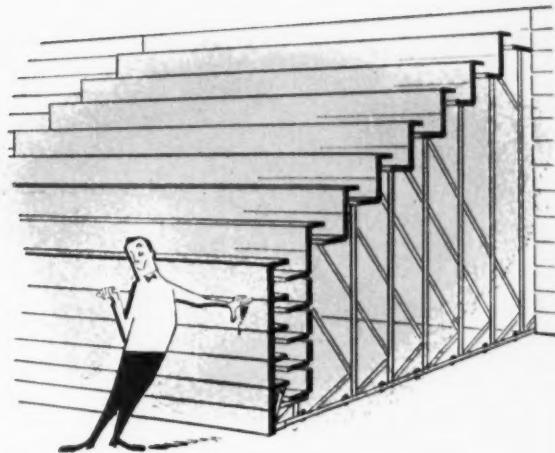
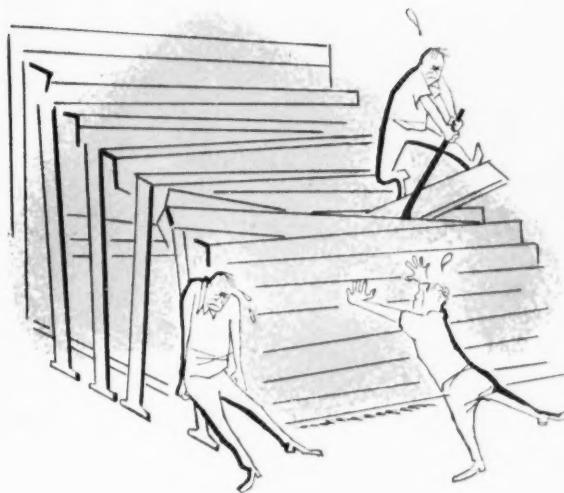
For a complete survey by a J-M acoustical expert, or for a free book entitled "Sound Control," write Johns-Manville, Box 158, Dept. SE, New York 16, N. Y. In Canada, write 199 Bay Street, Toronto 1, Ontario.

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This is just part of the Wayne Gymstand Story . . . but another important reason to recommend Wayne as the outstanding Gymstand on the market.

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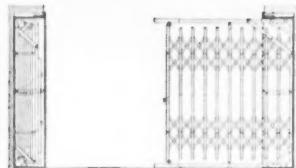
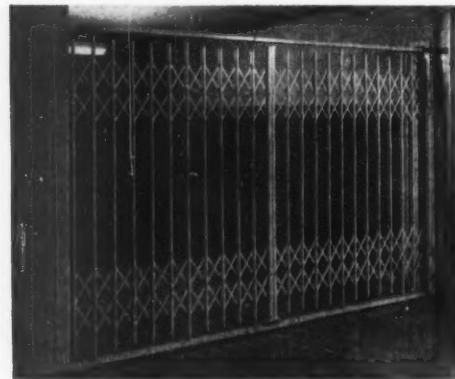


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Day and Night, More Schools Rely On

Acorn folding gates



Illustrated above! Acorn "in-a-wall" folding gate unit. Diagram shows half of unit compactly folded into wall cabinet.

PROTECT school property and equipment from casual damage or acts of vandalism after school hours.

INSURE quick, easy control of after hours groups using gymnasium, auditorium or class rooms.

SCHOOLS WORK OVERTIME TOO! More and more communities are now enjoying the facilities that schools offer for class instruction, sports events, lectures and public meetings. All after scheduled school hours! During such times, Acorn "in-a-wall" Folding Gates act as a school guardian. Quiet, impersonal, architecturally correct, they keep the evening crowds neatly channeled into the auditorium or gymnasium, and away from unused classrooms. The evening over—the gates are folded into small flush cabinets. No fuss, no bother, just complete, dignified security. Ideal for new or old school, there is a gate to meet any requirement. Full specifications available in Sweet's Architectural File, or simply write for the new Acorn catalog today.

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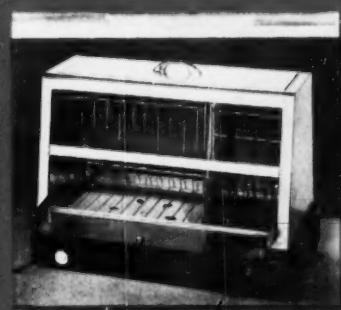
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The Manley Snack Bar Plan

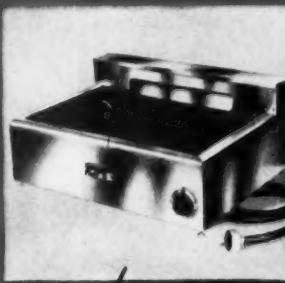
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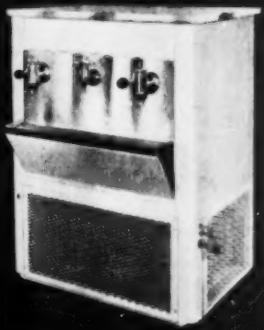
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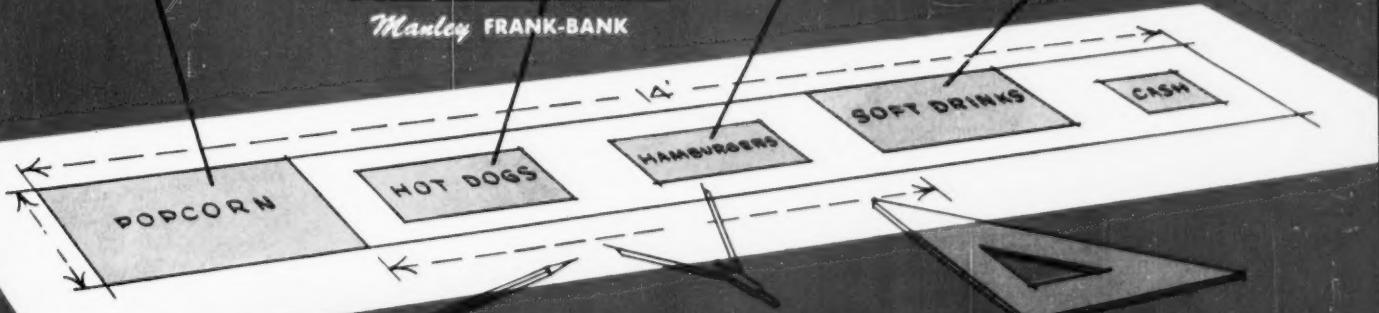
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Let Students Earn Extra Money for Their School This Easy Way

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For years, schools throughout the country have used Manley popcorn machines to help solve this problem. Now Manley offers additional refreshment equipment to multiply the opportunity for increased revenue.

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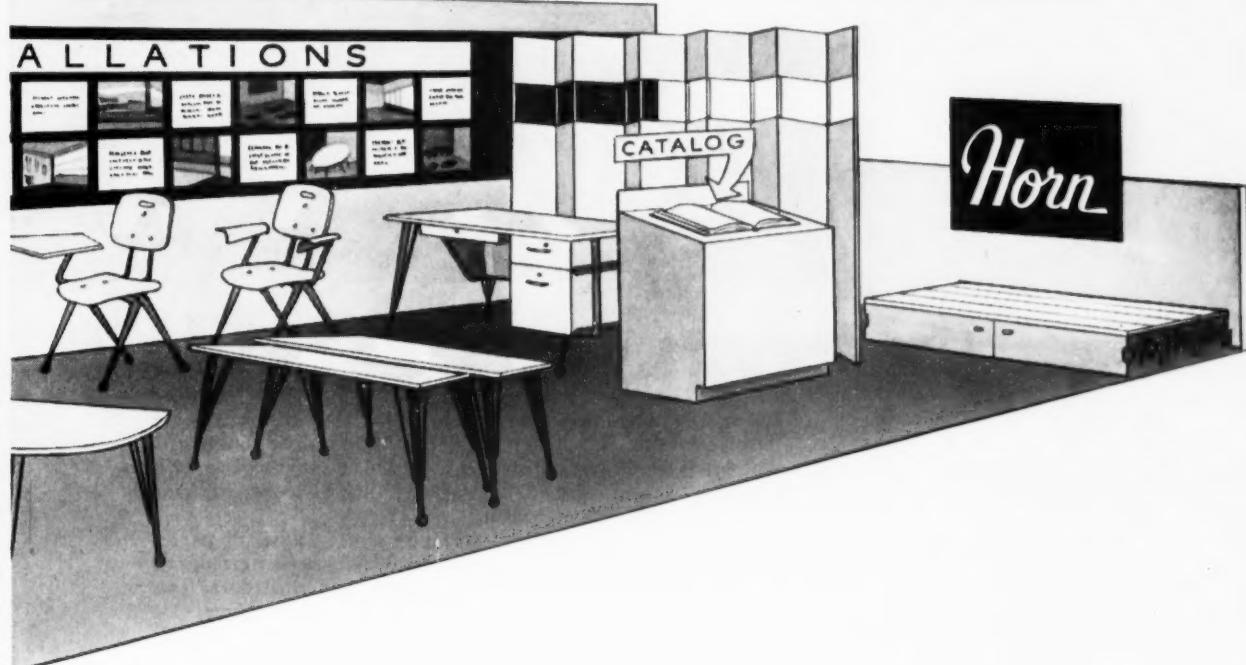


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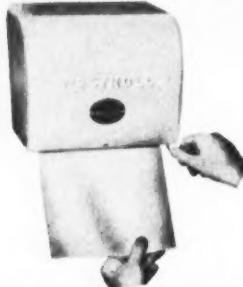
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Westroll towels are outselling our interfold towels 20 to 1. No customer has ever switched back to interfold towels after trying Westroll!



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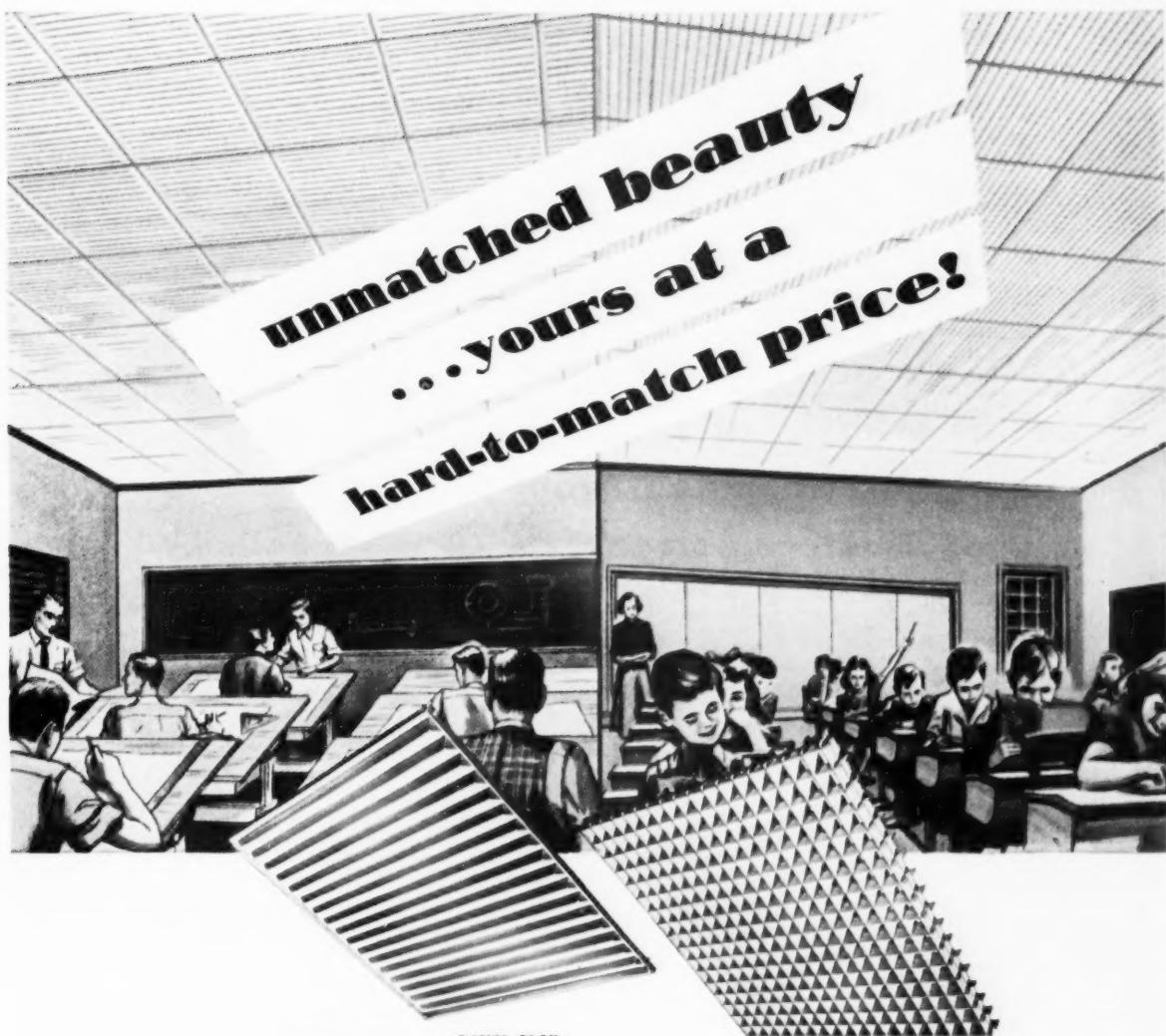
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BENJAMIN *Lighting Equipment*

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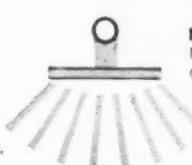
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February, 1954

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NEW, proven TRANSLUCENT plastic material means MORE LIGHT with CONTROLLED BRIGHTNESS.
(Same material used for "Sky-Glo" and "Panel-Glo.")

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*Lighting equipment not included.

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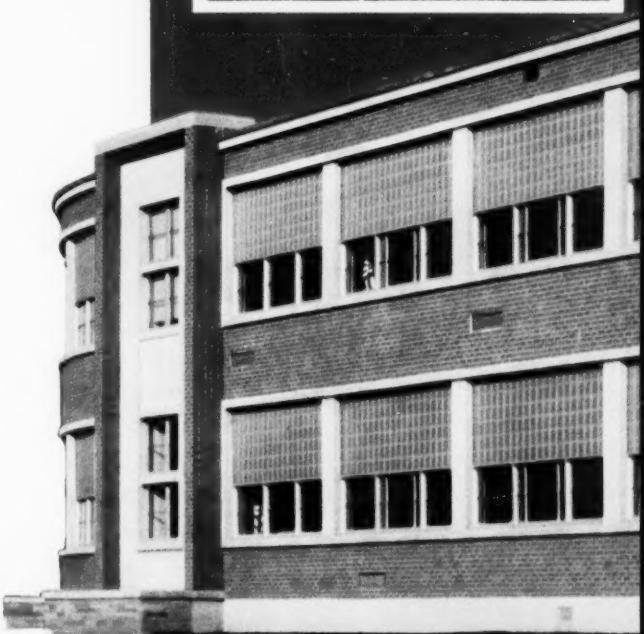
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SINCE 1947, the Marion School system has completed two new schools and four additions to older buildings—a \$5,000,000 post-war school improvement program. In all of these projects PC Glass Blocks were used.

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All these advantages can be yours when you build, remodel, or add on to a school building. Send coupon for information.



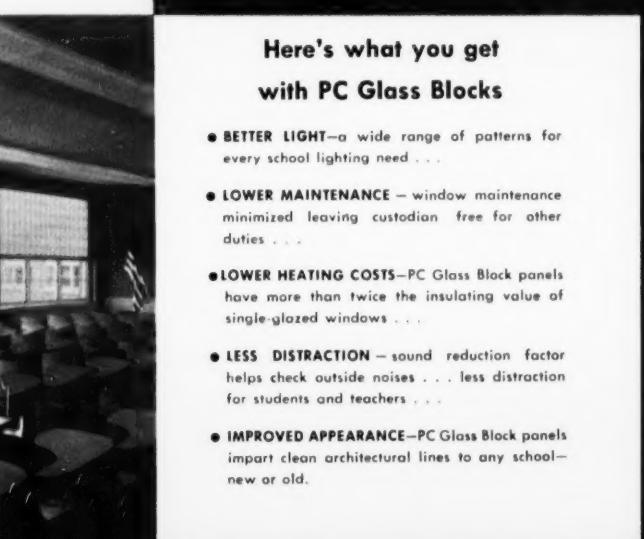
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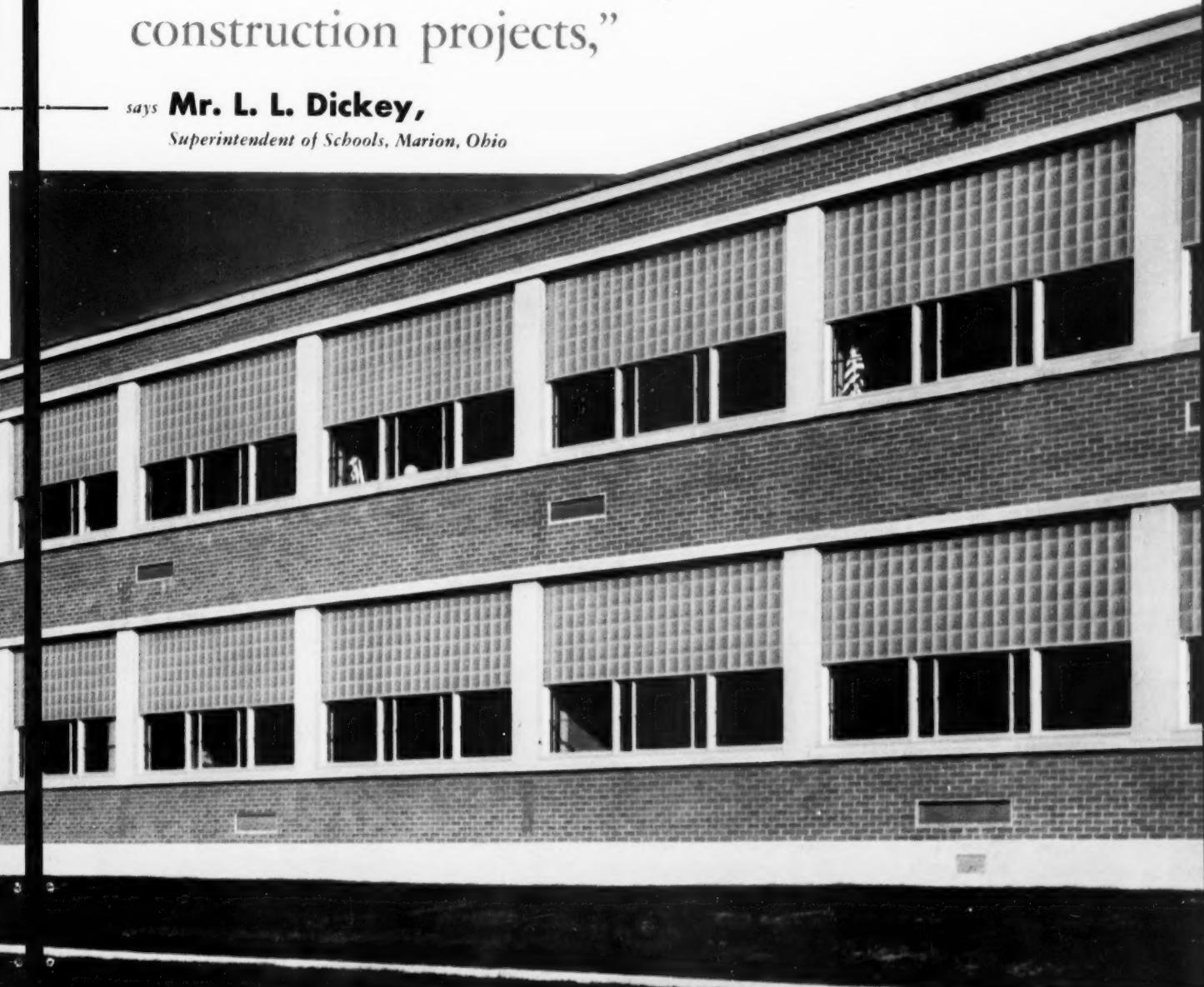


excellent daylighting...

We used them in all major construction projects,"

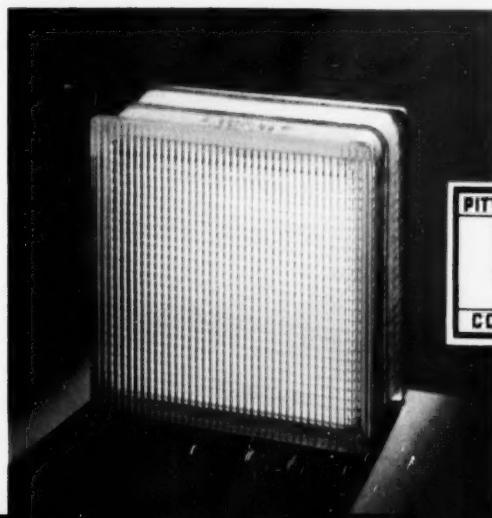
says **Mr. L. L. Dickey,**

Superintendent of Schools, Marion, Ohio



Architect: McLaughlin & Keil, Lima, Ohio

General Contractor: Knowlton Construction Company, Bellefontaine, Ohio



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LEFT: coaching a major men's interscholastic sport is among the most wearing activities. CENTER: a medium-wearing activity is preparing for and teaching a double-period laboratory class. RIGHT: participating in faculty meetings is only slightly wearing.

Wearing Effect of Various Teaching Activities

What a teacher does has as much to do with "load" as the amount of time expended

by LEONARD H. CLARK

TEACHING LOAD consists of two major components: (1) the amount of time required to do the job, and (2) the cumulative wearing effect of the various tasks which make up the teacher's job.

The time element in teaching load has been investigated many times. Wearing effect, which can be defined as the combined effect of the difficulty, the disagreeableness, and the mental, emotional, and physical strain which result from performing an activity or as an activity's contribution to a teacher's need for rest and relaxation, has never been thoroughly investigated.

In an attempt to determine the relative wearing effect of some of the activities in teaching load, inquiry forms were sent to the teachers of 106 New England public secondary schools. In this 63 activities were listed. Each teacher was asked to rank* the activities with which he had had considerable experience

Dr. Clark is dean of instruction at Lyndon Teachers College, Lyndon Center, Vermont.

* Since ranks are not amenable to mathematical manipulation, they were transmuted into stanine scores. The mean and standard deviation of the stanine scores of each activity were computed. These means were used as indices of the relative wearing effect of the activities.

in order of their wearing effect upon him when engaged in for equal amounts of time. Usable returns were received from 1099 teachers, 59 percent of the teachers in the participating schools.

Table 1 lists the activities in order of their wearing effect from the most wearing to least wearing.

In general, activities having to do with instruction and the extracurriculum are average or more than average in wearing effect. On the other hand, activities having to do with professional improvement, clerical work, and the like seem to be less than average in wearing effect.

Preparing for and teaching a medium-sized class of normal pupils

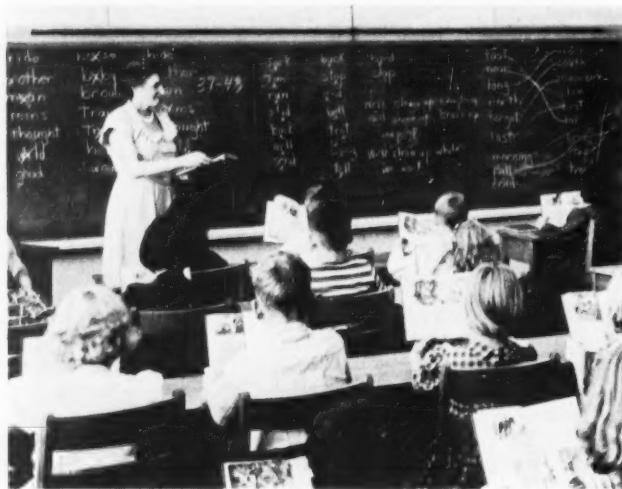
seems to be about average wearing. Only when the class becomes large, or when the pupils are below normal academically, does preparing for and teaching a class become more than average wearing. The field in which one teaches does not seem to matter as far as wearing effect is concerned. Neither does it seem to matter if the class is a duplicate section, double-period class, laboratory class, or non-laboratory class on an hour for hour basis. Conducting study halls, homerooms, and detention periods all seem to be about as wearing as preparing for and teaching a class.

On the other hand, preparing for and teaching classes for which one

lacks suitable education, large classes and classes of slow pupils, correcting themes and other written work, and correcting tests were among the most wearing activities.

Most extracurricular activities seem to be about as wearing as preparing for and teaching classes. Coaching a major interscholastic sport, sponsoring school publications, and sponsoring dramatic productions were reported among the most wearing activities.

In general, such factors as grades included in the school, the sex of the teacher, the age of the teacher, the experience of the teacher, the grade level, the degree held by the teacher, and extra pay seem to have



Wearing effect of classroom teaching:

- 7 . . . most wearing was teaching a class in which one lacks suitable education.
- 6 . . . Among very wearing activities were teaching dull or very slow pupils, a large class, or a double period core class.
- 5 . . . Medium wearing activities were teaching a double period class or a medium-sized class of normal pupils.
- 5 . . . Slightly less wearing were teaching a duplicate session, a small class, or a class of better-than-average or brilliant pupils.

Under no conditions did the average coefficient of wearing effect fall below 5 for classroom teaching.

Teacher activities listed in order from most to least wearing:

- 7 . . . Preparing for and teaching a class in which one lacks suitable education
- 6 . . . Correcting themes, reports, and other written work
(7 . . . English teachers)
- 6 . . . Preparing for and teaching a class of very dull pupils
(7 . . . inexperienced teachers)
- 6 . . . Coaching a major men's interscholastic sport
(5 . . . junior high school)
- 6 . . . Preparing for and teaching a class of slow pupils
- 6 . . . Preparing for and teaching a large class
(7 . . . inexperienced teachers)
- 6 . . . Sponsoring publications (women)
(5 . . . men)
- 6 . . . Correcting tests
- 6 . . . Lunchroom managing
- 6 . . . Coaching a girls' interscholastic sport
- 6 . . . Preparing for and teaching a double-period class in a core course
- 6 . . . Supervising discipline in lunchrooms, corridors, playgrounds and the like
- 6 . . . Sponsoring dramatics (high school)
(5 . . . junior high school)
- 5 . . . Conducting assembly programs
- 5 . . . Conducting study halls
(6 . . . inexperienced teachers)
(6 . . . teachers over 60 years of age)
- 5 . . . Sponsoring student-conducted assembly programs

little influence on the wearing effect of most activities.

Wearing effect varies with individual

The wearing effect of other activities, however, seems to be decidedly influenced by one or more of these factors. For example, beginning teachers reported preparing for and teaching classes and conducting study halls more wearing than their experienced colleagues did; teachers from large schools reported conducting detention periods and student government activities more wearing than did teachers from small schools. Junior-high-school teachers reported coaching major interscholastic sports,

sponsoring dramatics, and acting as class sponsor less wearing than senior-high-school teachers did.

Although the mean scores were used as indices of the relative wearing effect of the various activities, the wearing effect of each activity seems to vary considerably from individual to individual. The standard deviation of the mean scores was in each case approximately two scale units. Consequently one must conclude that the teacher's personality greatly influences how wearing any activity is on him.

In the opinion of the writer, any estimate of teaching load which does not include a consideration of the wearing effect of the teachers' activi-

ties is inadequate. For this reason a method for estimating teaching loads which considers both time and wearing effect is suggested. This method consists of three steps:

1. Determine the amount of time per week the teacher spends doing each activity which is part of his job.
2. Multiply the amount of time the teacher spends doing each activity by a coefficient of wearing effect (See Table 1 for suggested coefficients of wearing effect). This gives a point score for each activity.
3. Total the point scores of the activities to find the score for entire teaching load.

5...Sponsoring student participation in control activities such as student government (schools under 500)
 (6...schools over 500)

5...Preparing for and teaching a double-period laboratory class

5...Acting as school treasurer or manager of major school funds

5...Preparing examinations

5...Sponsoring music organizations and programs

5...Conducting detention periods
 (6...In schools of more than 1000 pupils)

5...Preparing for and teaching a double-period non-laboratory class

5...Sponsoring departmental clubs

5...Supervising set construction

5...Coaching debate and other speakers

5...Preparing for and teaching a medium-sized class of normal pupils
 (6...inexperienced teachers)

5...Preparing reports other than report cards

5...Preparing report cards

5...Acting as faculty manager of athletics

5...Conducting homeroom periods

5...Keeping records

5...Doing correspondence, extension, or university course work

5...Supervising the work of other teachers

5...Coaching a minor men's interscholastic sport

5...Conducting an intramural athletic program

5...Sponsoring hobby or social clubs

5...Giving pupils extra help with their classwork during out-of-class hours

5...Acting as class sponsor

6...Junior high school)

5...Chairmaning faculty committees

5...Supervising and preparing costumes

5...Preparing for and teaching a duplicate section of a course

5...Evaluating motor skills

5...Coaching intramural teams

5...Preparing for and teaching a class of better-than-average pupils

5...Preparing for and teaching a small class

5...Evaluating tangible products of pupils' work

5...Care, collection, and arrangement of equipment and supplies
 (6...Art, Boys' Practical Arts)
 (4...English, Foreign Languages, Mathematics, Physical Education)

5...Preparing for and teaching a class of brilliant pupils

5...Officiating at intramural games

1...Participating in faculty meetings as a formal participant in the program

4...Selling tickets, subscriptions, and the like, in school

4...Participating in faculty committees as a working member

4...Taking collections

4...Selecting and buying supplies and equipment
 (5...Art, Guidance)

4...Participating in community function

4...Administering standardized tests

4...Counseling students

4...Selling tickets (at the gate)

3...Attending faculty meetings

3...Professional reading

You Can't Organize Democracy

by Kenneth Coulter

FIFTEEN or more years ago, someone wrote to the author of this article, saying: "We have heard that, as a superintendent, you are using some excellent practices in democratic school administration. Won't you tell us about them?"

Our answer never did appear in whatever report, book, survey or symposium was being prepared. Probably because the school system which this author represented didn't have any "organization for democratic action." It seems that the gatherers of practices couldn't understand that a system of thirty-five people might be very democratic without organization.

It was small, compact; every voice could be heard on almost every subject. But that did not matter—there was no Superintendent's Council—no Teachers' Committee for Democratic Action. The essentially town-meeting type of democracy didn't count.

It may well be that what is written now is a result of what happened then. This article is a challenge to

Kenneth Coulter is assistant superintendent of schools at Greenwich, Connecticut. He was formerly superintendent of schools at Glen Rock, New Jersey.

of any decision, the judgment of all people in any way concerned. In a democratic organization, the people rule. In a school system, teachers use a textbook; they should select it. This same rule applies to the construction of a classroom, or the purchase of supplies.

Popular Sovereignty must not be mistaken for the whole of democracy. The "right to vote" is often considered the only real way in which a person exercises influence. It is too often thought of as synonymous with democracy.

Group Unity: Through group unity we take advantage of the team-work a group can produce. We learn to solve the shared concerns of the group; we discover how to assure that concerns will be shared.

It must be remembered that group unity, this feeling of sharing, possibly called morale, was often in full flower under the paternalistic or benevolent dictator type of school administration. In such systems, group unity substituted for the whole of democracy.

Restraints and Obligations: Duties and responsibilities should, in a democracy, be self-assumed without autocratic command. It may well be that the failure of the profession in its entirety to determine proper restraints and assume proper obligations is the chief block to really democratic school administration.

A study of the importance of this area may be made simply by reading a few copies of the personnel policies of school systems. In fact, they are usually so concerned with obligations and/or restraints, as they affect the teacher or other professional staff members, that there is little space for valuable material.

Faith in People: If any one part of a whole is permitted to assume greater importance, this must be the part. If we have faith in the judgment of people, we will need to do two things. First, we need to keep all the people in the organization informed. Certainly knowledge is basic to action. Second, we must work to increase the collective problem-solving capacity of the group.

In any school system information

about its problems can be disseminated through a house-organ or bulletin. The use of general staff meetings will also serve this purpose. We can increase the problem-solving capacity of any group by indicating to them reasonable problems to be solved.

The test of whether or not faith in people really exists is whether or not the persons normally in charge of any organization will see to it that information is really made available; whether or not real problems will be presented for solution.

Here again, we have a segment of democracy that may tend to cover the entire field. A wide use of people sometimes covers up a lack of use of the other democratic principles.

Freedom of Action: One goal of any kind of administration, and particularly democratic school administration, is to make people feel that their environment is a free one. Only in such surroundings do people operate at their highest and, to them, most satisfying potential.

Almost all teachers have more freedom of action than they think they have. Even so, there should be a continuing effort to free teachers from any feeling of restraint imposed by top or front office restrictions. As teachers grow in understanding of their part in the democratic administrative process, it is assumed that there would be a greater self-assumed responsibility to impose restraint upon freedom.

Equality: This means equality of opportunity — the opportunity for each professional employee to make his maximum contribution to the system. This contribution might be made outside his selected field. Every person connected with administration would need to comprehend the real value of the contributory experience to a teacher. At the top level, there would need to be a real effort made to see that equality of opportunity was the same, or nearly the same, in each school or department.

The Individual and His Complex Nature: The total operation of any democratic organization hinges on the individual. The organization

needs to recognize the bounds beyond which it must not go in tinkering with the affairs and destiny of the individuals of which it is composed.

To illustrate: there are some people, and worthy members of the society at that, who might need to be left off the committees. The right of people to be different should be recognized. There may well be some who just must work alone, whose nature is such that their contribution must be an individual one!

Bear in mind three group action facts:

As we use the democratic method in the group, there are certain general facts about group action which must be kept in mind.

First, it must be remembered that a vote cannot act. A group may arrive at a decision by majority action. Normally, one or two people must put the decision into action. The group will, from time to time, feel that those who act to put life into decisions are not being democratic. That is, unless there is a very clear understanding of the simple fact that a vote cannot act.

Second, in any organization larger than fifteen persons, it seems obvious

that not every person can, in person, take part in each decision that will affect him. For example, the employment of one new teacher affects the total staff of the school, the board of education, even the entire town.

There is no argument presented here that even the entire teaching staff should interview each teacher. If all teachers were to interview and vote on the employment of each teacher, this act would not be more democratic than employing teachers on the recommendation of the superintendent. A different way of expressing the common will is involved.

Third, all persons involved in action through democratic organization need to know and to understand that democracy is not a word that covers all that is good. Prudence is good. Stability is good. Constructive change is good. While democracy is a powerful characteristic of sound organization and action, balanced judgment is the true mark of wisdom. When a president of the United States seized the steel mills during a wage dispute, we hope he did so in terms of balanced judgment. Representative democracy had indicated methods and prescribed limits for an action that had its strongest impetus from other principles.

Among facets of democracy:

- *Responsibilities and restraints should be self-assumed*
- *We must have faith in the judgement of others*
- *Opportunity for maximum contribution must exist.*
- *Organization must not tinker with individuals*

Three modifiers:

- *Not everyone can or need personally participate in each decision concerning him*
- *"Democracy" does not cover ALL that is good: prudence, stability, balanced judgement*
- *Guard against letting a few facets of democracy substitute for all of them*



The library corner in this little girl's classroom is closely integrated with the reading program. A record is kept of all she reads and is passed on to succeeding teachers.

How We Meet the Quest (K-12) for Knowledge

by MARION A. BESSETTE

"I want a picture of the first American flag." "Where can I find a poem about baseball?" "Please tell me who wrote a novel on the first World War." "Who...?" "What...?" "Where...?" or perhaps simply, "I want a good book to read—as good as the last one." It is with the answering of these and a thousand-and-one other questions that our libraries are making their contribution to education in Pleasantville.

In our small school system of three schools we have only one trained librarian, and yet we have an efficient library service, an adequate book budget and completely organized and equipped libraries, kindergarten through high school. For this we can think the awareness of our Board of Education, the foresight of the superintendent and principals, the industry of the teachers and librarian and the cooperation of everyone.

Miss Bessette is librarian for the high school and two elementary schools in Pleasantville, New York.

Our three schools enroll 1523 pupils: 272 in a K-6 school, 676 in a K-8 school, and 580 in the high school. Our library budget for materials is \$3300 annually.

The high school has an attractive library room, though inadequate so far as space goes, which houses 6000 books; over 50 magazine subscriptions (with files for five years back); picture, pamphlet, vocational and college catalog files; over 150 filmstrips; over 100 phonograph records; a television set and record player—and an average of 300 youngsters a day. The librarian spends most of her time here, but much thought and a good deal of energy go to the other two schools. The 40 members of the high school library club do the routine work of filing, shelving books, writing overdues, keeping magazine files in order and ordering college catalogs. Work is done under a point system, and there's not much trouble accumulating the 30 points

that must be earned each semester to stay in the club.

All entering freshmen are given an intensive two-week course, through the English department, on the use of the library. From then on they are so busy using what they have learned there it not much chance for them to forget. However, any class may come for special instruction in using particular tools or studying a special subject.

The seventh and eighth grades also have their own library room. They have about 2000 books and take 20 magazines. This library is under the care of one of the English teachers whose schedule is arranged to include daily library periods. Although she has had no formal library training, she has worked long enough with the librarian to understand the system. She has 30 tyro librarians to help her which gives them practical training in all kinds of library work. Library instruction is given to all seventh and eighth graders by the English teachers.

Records kept of each child's reading

The third official member of the library department is another teacher who spends one period a day supervising the kindergarten through sixth grades in both schools. She serves as liaison officer between teacher and librarian. All grades below seventh have classroom libraries which are closely integrated with the reading program. Records of each child's reading and interests are kept and passed on to succeeding teachers. In grades three through six, library periods are scheduled with a student librarian and an assistant in charge. We have found that these charging system functions give a considerable feeling of importance to a young librarian. Instruction on the use of the dictionary and encyclopedia and on the care of books starts in the third grade.

The three "librarians" meet regularly to talk over common problems. Once a month they issue a bulletin for the teachers on such topics as devices for stimulating reading, co-operation with the public library, and teaching the care of books.

After the Board of Education makes its annual appropriation for library services the librarian draws up a budget for the three schools, including appropriations for books, magazines, binding, filmstrips and records, and supplies. Allotments are made to each library after consultation with the principals. All requests are sent to the librarian who correlates, eliminates and eventually prepares the orders.

A very important part of our program is the work done through the public library. Located in the center of town and readily accessible to all our schools, it supplements our collection with its 25,000 volumes. One of its librarians is assigned to work with us. Each class makes at least two visits to the public library each year. These visits are carefully prepared for by the teacher and by the librarian in charge. Exhibits and talks are correlated with topics be-

ing studied. Students are urged to go "on their own," and the public librarians cooperate by setting out reserve shelves and ordering or borrowing special books.

The millennium is not here yet. That may come when we have another trained librarian, more books, more space and more equipment. In the meantime we are working on some projects of our own: the organization of a corps of story tellers who will arrange programs in the elementary schools, additional space for the high school library, and plans for the library in the new junior high school building. We would like to hold some staff meetings at the public library, and we would like to do a great deal more with book selection and guidance for the slow reader.

We have done a good deal, but there is still a great deal to do. We rather like it that way.

This third grade "librarian" has been given the responsibility of charging out books to her fellow classmates. It is in this grade that these pupils learn the use of the dictionary and encyclopedia.



Citizens Visit Schools Via TV

A school-produced TV series shows Erie, Pa., citizens what's going on in their schools

by JULIAN W. SHINOL

IN THESE days when so much emphasis is properly being placed on a more effective partnership between the school and the community, it is important to take advantage of every means by which such ties may be strengthened. As the Erie, Pa., schools complete their third year of experimentation with public relations via television, it may be of help to others to review some aspects of this newest medium of mass communication.

A definite program of televised offerings was first initiated in the 1950-51 school year. Classroom activities were televised daily during American Education Week. Then, at the end of the term, a series of 22 half-hour programs showing classes at work were presented three times weekly.

Evaluation of these early television experiences brought out the following basic conclusions:

- "Visual broadcasting" appears to be almost as good as the personal appearance before a live audience.
- Television offers opportunities to show many phases of school life to great numbers of people, to demonstrate and interpret procedures.
- Telecasting influences the viewer

Mr. Shinol is on the staff of Strong Vincent High School, Erie, Pa. He served as Chairman of the 1952 "Erie Public Schools at Work" Television Committee.

in his attitude toward the educational system. It helps develop friendly understanding by informing the viewer of the benefits education gives to individuals and society, and impresses on him the nature of the educational program.

- The educational telecast must be of high quality, with definite entertainment or interest value, if it is to hold the attention of the public.

Gave What-Why-How of classroom work

Bearing these conclusions in mind, the advisory planning committee conceived a television offering for the 1951-52 term in accordance with the following objectives:

1. To give an accurate picture of our schools by making known their achievements.
2. To demonstrate classroom work, and give the how and why of procedures in use.
3. To provide high quality entertainment by presenting some of the fine examples of music and drama that are the achievements of our school children.
4. To encourage participation by as many students and teachers as circumstances will permit; to use the stimulus offered by a television performance as an incentive for improving classroom methods and procedures; and to convince students and teachers alike that television is an ideal means of showing student achievement to a public

which has the right to expect that achievement to take place and to be evaluated.

The 1952 series, made up of twenty programs, stressed three main themes: experiences that are being provided to develop an intelligent and responsible citizenry and to fit our younger citizens into the patterns of democracy; the development of fundamental skills in communication and understanding in the language arts, particularly reading; and dramatic presentations and programs by choral and instrumental music groups.

Each show was a half-hour in length, and three programs were presented weekly. Seven programs were devoted to the social studies, six to language arts, and the remaining ones were musical or dramatic in content.

Because of several distinctive aspects in our approach a brief description of the television series may have value.

A more "finished" type of classroom demonstration is to be expected if participation is limited to the more capable few in a class. However, each of the programs of the reading and social studies series were presented by regular classes, varying in size from 18 to 35 pupils. It was felt that the benefits to students and viewers were far greater if typical classes of normal size were used.

Every effort was made to show representative activities and techniques as part of the regular class routine in the social studies. There

A first grade reading class faces the TV cameras. Informality, interested pupils and sound procedures were in evidence.



was emphasis on student participation and discussion of problems, on evidences of judgment deferred until the facts were ascertained, on acceptance of responsibilities as well as privileges, on group sharing of experiences (including an exhibit of models that were made by students as an outcome of the seventh grade history work).

Experiences selected from the social studies for telecasting included an elementary school student council at work, world backgrounds at the junior level, and United States history and Problems of Democracy in the senior high. Two adult panels, on education and guidance, completed the series.

Action supplemented by commentary

The inserted commentary, or explanation of procedures that were being demonstrated, was a device often used whenever student activity alone seemed inadequate for comprehension by the viewer. Understanding of the offerings in the reading series was assured in this manner. Moreover, some of the classes encompassed a step-by-step development that normally requires several periods of work. The idea of sequential growth in reading was furthered by selection of class experiences at the first, third and fifth grade levels and in the junior and senior high. A program showing the work of a secondary speech class completed the language arts series.

The problems of presenting a complete segment of the educational



A sixth grade health class presented a folk music puppet play. They made their own puppets and scenery and wrote the script. Students who were not puppeteers or on the stage crew sang an accompaniment.

offerings of the school system seemed insurmountable, and the reading series was selected with great misgiving. Yet the great number of comments by viewers reflected a highly favorable acceptance of the Erie language arts program. Here again is verified the wisdom of informing the public on all aspects of a fundamental effort of the public schools!

Entertainment approaches professional level

We must face the facts. If television shows do not approach professional standards the audience needs only to turn a knob. Unfortunately for education the general public seems to accept entertainment rather than information as the highest standard.

But the public schools need not be afraid to accept this lesser standard as a criterion for performance. In every school there is some activity of a showy entertainment nature that by its excellence and inherent personal appeal will sometimes match the usual offerings of the networks.

In Erie we were fortunate in being able to present an outstanding choir, band and orchestra on successive programs. Moreover, on one show alone, we presented close to 200 elementary school pupils in a music festival of outstanding character. We were also able to offer a class-prepared rendition of that childhood classic "Snow White", as conceived by first-graders; a puppet show, the original creation of an elementary health class; and a junior high "style show" with student-made fashions and student models.

One in 20 students appeared on TV

A primary objective was to insure widespread participation. In the 1952 series, 372 pupils appeared before the television cameras. This was roughly 5% of the total school population. We used groups from each of the seven secondary schools, entire classes from six elementary schools, and participants from ten additional elementary schools for the music festival. A fair representation, together with wide participation, was thus achieved.



A student style show went off faster than planned, and author Shinol found himself with ten minutes to fill. Solution: he interviewed the sewing instructor, then had a prize-winning student seamstress describe her "original."



The problem of the national bank in the Jacksonian era was explained by this high school student, with the aid of a diagram. One camera followed action and teacher activity; the other brought the viewer into the class with student closeups.



Educational television sometimes competes with commercial TV in the entertainment line. In this elementary school production of "Snow White," the huntsman warns that the cruel queen wants Snow White's heart.





Almost 200 students took part in the Elementary School Music Festival. Two grade school choirs, a "flutophone" band (see cover), and a costumed dance group performed for the television audience. The numbers were student-announced and a high school stage crew augmented studio efforts.

Students in a fifth grade reading class evidence interest, curiosity, unconcern. In classes such as this, which normally use a step-by-step development requiring several weeks work, an inserted commentary explained the procedures being demonstrated.

Occasionally an adult panel ensures understanding of a facet of school activity that is cumbersome if student activity is used exclusively. Here Dr. Hickey, superintendent of schools, and guidance counselors discuss the guidance program of the Erie schools.





After the transportation survey in New York's Hyde Park school district, twelve 55-capacity buses bring 2,000 pupils to and from six schools. No pupil boards a bus before 8 a.m.; no pupil spends more than one hour on a round trip.

School Bus Transportation

by BURTON H. BELKNAP

EVERY YEAR the nation experiences additional growth in the school transportation system. Thousands move to the country to raise a family and suburban school systems grow apace with suburban America.

Hyde Park in Dutchess County, New York, is only one example of the nationwide trend; just another example of a suburban school system that must examine and extend—among other services—its transportation system.

Having operated a school bus fleet for a decade, in which the number of vehicles had increased from eight to twelve, and the school bus passengers from twelve hundred to two thousand, it seemed logical that the major change in elementary attendance areas should be accompanied by a major study of the transportation system.

The school administrator asked the Board of Education for help from

a transportation consultant for three reasons: (1) he was busy; (2) he was too close to the problem; and (3) school bus transportation is becoming a specialty.

The seventy square mile district includes an industrial area employing nearly three thousand, new villages (since World War II) as well as old centers of population, rural sparsely settled areas and relatively congested areas. These divergent types of settlement, plus two high-speed express highways running parallel to each other and the length of the district, presented challenges to the author of a new plan for bringing children to school by bus.

During the course of the study, help and advice were sought and used from dozens of district workers including: bus drivers, key students, school nurses, attendance supervisor, teachers, bus mechanic, principals, advisory committee, Board of Education, and high school camera club and paper.

Thought was also given to informing those who would be served by the changed system. Two special board meetings were held for interim reports. The state department of education was advised that the

study was in progress. The district's monthly public relations pamphlet, "District Digest", advised the people of its progress.

The high school students who helped with the work took the stories to homes and community. The consultant accepted a student invitation to visit a junior high class to tell them about the project. We didn't want the results of the survey to drop as a bomb-shell on an unprepared public.

The study and survey fell logically into the following five steps after preliminary study and approval of the scheme by the Board of Education and the Citizens Advisory Committee:

Five steps in the survey

1. *The preliminary work* where administrator furnished the consultant with the data on the present transportation project, secured maps for him, answered his questions, and set up a place for him to work. In this preliminary work, administrator and consultant talked over policies, consulted with Board of Education, and all reached

Mr. Belknap is a transportation consultant; his offices are in Delmar, New York. The Hyde Park, New York, survey here described was initiated by E. A. Juckett, Supervising Principal.

a common ground for departure.

2. *Maps and mapping* were worked on by local personnel under the direction of the consultant and administrator. The consultant was in charge, and on the job continually. The administrator was free for his other work, and might drop into the workroom only once a day.
3. *Bus schedules* were then worked out, using the maps with population pins, the resources of the fleet (twelve 55-passenger buses, ran their new routes before taking on passengers. All children and parents were forewarned, although all parents and children had been aware of the month-long study as it was taking place. The transition was a smooth one.
- Finally we have arrived at a schedule whereby twelve 55-capacity buses provide transportation service for about 2,000 pupils. This includes the forenoon and afternoon trips as well as noon kindergarten trips for three of the twelve buses. Two feeder cars for the northern part of the district have been rerouted to take care of the dual schedule of the buses. Loop routing, in place of shoestring routing and considerable deadhead, is the answer.
4. The establishment of transportation schedules and routing, new or revised, calls for very definite policies on which to work. The Hyde Park survey made extensive use of the following principles:
 1. Every decision is to be checked against the presence of **SAFETY**.
 2. On heavily traveled roads students are to be picked up on their own sides of the road, even if this requires running buses in both directions. This is a principle brand new to the district, and was adopted because recent national accident data show the crossing of roads to be the biggest single cause of school bus passenger accidents.
 3. Provide dual routing with separate trips for younger (K-6) and older (7-12) pupils. District records show that most bus discipline problems stem from inter-relationship of younger and older pupils on buses. Early studies show that poor bus discipline is a cause of accidents. Also, complete dual routing gives better service to part of the district where it is not now in force.
 4. Limit the amount of time on buses to thirty minutes one way, and no student gets on a bus before 8:00 a.m.
5. Articulate school schedule and bus schedule so that there is a forty-five minute differential morning and night. This means that the high school time schedule is one hour and thirty minutes longer than that of the elementary schools.
6. Recommend that Board of Education establish walking limits for elementary and high school students. At discretion of Board, different distances for different terrain may be considered. Considering the district as part of a nation on wheels, a half mile for K-6, three quarters of a mile for high school students—unless there be definite safety hazards along the way.
7. Recommend that the district continue with its present policy of preventive maintenance in order to insure safety of mechanical items in the transportation chore.
8. Recommend that services now given to the people be maintained—it is "easy to give, difficult to take away." This study is a revision of a twelve-year old plan. For the future, the Board might consider five-year revisions or at least five-year evaluations of the then current system.
9. Map work, including pins for spotting current student locations is fundamental to planning. Such maps seem equally as important for future annual consideration, and it is thereby recommended that they be kept up to date.
10. Use "express" and "local" runs to cut down total elapsed travel time, deadhead mileage, traffic congestion and attendant safety hazard.

There are thousands of districts that, like Hyde Park, depend on bus transportation to bring children to education. The school bus becomes the child's first school experience in the morning, and the last school experience in the afternoon. School bus transportation holds an important spot in the total educational picture.

Survey

in this case), the description of the roads, and in all cases an actual trip around the proposed route. A meeting with bus drivers and conferences with drivers on the subject of proposed routes proved very valuable in setting up some of the routes. Again, this work was done mainly by the consultant. During this part of the project student and adult populations were advised that the program was being studied.

4. *Approval* was necessary to place the program in operation. It was the prerogative of the Board of Education, district superintendent of schools, and state department of education to give the final green lights for the revised system. The approval was easy, as all parties concerned had been informed and consulted on the survey as it was taking place. This approval included further consultation with the Advisory Committee. The Board waited for such action before making final approval.
5. The "shakedown" period included a day in which drivers

A new public relations tool . . .

The School Health Council

by JESSIE HELEN HAAG

A school health council in Indiana successfully secured a full-time nurse.



The aim of many health councils is an annual health examination for all students.



SCHOOL health councils have been found to be powerful public relations tools in the many communities where they have been organized.

Made up of parents, students, teachers, dietitians, representatives of volunteer community health organizations and many others, these councils aim to gain community support of the school health program through increasing community understanding of the program's aims.

A council acts to:

- discover school health problems which are directly related to community health
- compile data on school conditions which contribute to these health problems
- plan a course of action to eliminate these unhealthful conditions in the school
- carry out the course of action decided on
- engage in long-term planning for both school and community action.

To discover the pertinent school health problems, the survey method can be used by council members. The student members might employ self-rating scales or questionnaires, while the school faculty and community personnel might utilize checklists, conferences, anecdotal records, and interviews. From among the school health problems most often listed, the council can select projects for action.

The county school health council of Nassau County, New York, has been in existence since 1940. Through

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the actions of this council, school health activities have been developed and inter-agency and inter-professional cooperation enlisted in solving school-community health problems.

Teachers got in-service health education

The Elementary School Health Council of the Vallejo City Schools, California, included in their projects for 1946-1947: in-service health education for teachers, recommendations that all school personnel have chest X-rays, study and revisions of pupils' health records, study of methods of "screening" children who had deviations from normal, consideration of school lunches and food sold to children outside of school, and adaptation of school schedules to meet the needs and capacities of children.

During 1947, the school health council of the Bremerton, Washington, public schools was made up of representatives from each of the 17 school buildings within the school system. They founded a dental health program, worked with the Bremerton-Kitsap County Health Council, and participated in the functions of the Community Health Council which prepared plans for adequate school health program.

As a result of the Kellogg Foundation's School-Community Health Project in New Mexico, Wagon Mound, a community of less than 1,000 population, proposed a new course in health education for high school seniors. These students conducted a vigorous fire prevention campaign, made a survey of the water supply, assisted the county nurse and doctor in immunization procedures, recorded data on pupils' health records, helped plan lunchroom menus, and prepared assembly programs on health education.

A Florida council attacked hookworm

In 1950, the Student-Faculty Health Council of the Denton, Texas, senior high school sponsored a good-posture week, chest X-rays for all students over fifteen years of age, an annual health examination for all students plus the correction of remedial defects, safety programs, and assembly

programs related to better personal and group living. One of the results of the Denton Student-Faculty Health Council's projects was the decrease of remediable health conditions found among high school students.

The school health council of Speedway City, Indiana, was responsible for securing a full-time school nurse and developing an accident benefit plan which enables the schools to pay for the care of injuries which occur within their jurisdiction.

Working with the School-Community Health Project of the Kellogg Foundation, the Greensboro, Florida, high school chose hookworm eradication as its most pertinent school health problem.

Foster understanding of school health policies

In order to function successfully, the school health council should rotate the chairmanship at the close of a school semester; have an agenda of meetings with a steering committee planning the course of action for each meeting of a school semester; accept projects in the course of action that can be completed within a school semester; have written reports of all committees' work; encourage equal participation of all members; have faith that the projects attempted in the course of action will be accomplished; have continuous and reliable publicity, stressing the work of the council's members; furnish an annual report which can be easily understood by all school patrons; and have a leader. This leader, who does not serve as the chairman, guides the functions of the council.

A school health council can be organized within an elementary school such as The Elementary School Health Council, Vallejo, California; a secondary school such as Student-Faculty Health Council, Denton, Texas; or it can be the representative group of all buildings within a school system, as in Bremerton, Washington.

Among the members of a school health council are the school principal, the school health educator, a physician and a dentist interested in the school's health problems, the

school nurse, three teachers, students representing various grade levels, the school counselor, dietitian, custodian, a representative from the Parent-Teachers Association, two members of community volunteer health agencies such as the National Tuberculosis Association, the National Foundation for Infantile Paralysis, the American Red Cross, the American Heart Association, or the National Committee for Mental Hygiene, a representative from a community welfare group such as the child-care center or the Community Chest, and a member of the local health unit such as the public health nurse or the sanitary engineer.

If the school health council is to be a representative body from several school buildings within a school system, the members include the school superintendent, a school health educator who may be the health coordinator, a physician and a dentist interested in the school system's health problems or the school physician and the school dentist, supervisor of school nurses, teachers elected from different school buildings, students chosen from various school buildings and age levels, the school psychologist, head dietitian, chief of the school system's custodial staff, two representatives from the Parent-Teachers Association, two members of community volunteer health agencies, a representative from a community welfare group, and two representatives of the local health unit.

Organization of a school health council

The interpretation of school health policies is achieved as the council's members interchange ideas and work together in solving the pertinent school health problems, evaluating and revising plans of action, and making recommendations for long-term school-community health planning.

In many instances, a redefining of school health policies will result from the council's actions. With a clear understanding of school health policies, the council members can interpret the broad scope of the school health program to civic, social and church groups.



▲ For the girl who will probably work as a domestic and then marry a farmer, isn't it more important that she learn the essentials of economical and nutritious cooking than that she understand, say, the psychological motivation of Hamlet?

Under the Plan, scholarship is stressed for the superior student only. Those who wish to enter college must meet the traditional requirements, but their needs and interests no longer dictate the ▼ program of the entire high school enrollment.



Photos from U. S. Office of Education

A High

by J. D. THOMPSON

WHAT does a diploma mean? Certainly it is not a guarantee that its possessor is educated. No, if a person has a diploma, you can be fairly sure of just one thing: he has studied at a school for some period of time.

With the aim of putting the diploma in its proper perspective, we here at Coosa County Training School last fall began an experiment in a new type of high school organization.

Briefly, it calls for awarding a high school diploma to any student who has spent three years in high school (grades 10, 11 and 12). Scholastic achievement is no longer the basis for awarding the diploma. This plan differs from the "no failures" scheme in that actual quality grades, representing subject matter achievement, are given in the usual way. But emphasis is put on the record these accumulated grades form.

Here is the philosophy behind it:

We know that schools were not originally intended for the mass of people. A select group of pupils studied a "classical" curriculum, with few specialized or technical subjects. The current American emphasis on

Mr. Thompson is principal of Coosa County Training School, Cottage Grove, Alabama. The organizational change he describes is an answer-in-practice to the ideas set forth by Dr. Ackerlund in "A High School Diploma for Whom?", *School Executive*, Nov. '53.

Is scholastic achievement still a sound basis for awarding a diploma? An Alabama high school decided "No," and is experimenting with a new type of school organization

School Diploma for All!

"education for all the people" has come into being without corresponding adjustment in the educational program.

About the only exception is vocational training. Outside of that, most schools are, for all practical purposes, teaching the same things they have always taught in the same way they have always been taught.

Further, we must face the fact that not all students can benefit from all parts of the traditional high school curriculum. We are losing time trying to literally beat Hamlet and geometrical propositions into the heads of students who show no signs of grasping them.

The idea of awarding a diploma as a symbol of some sort of achievement is not inherently bad. But traditional requirements for traditional diplomas have stood in the way of progress.

Our curriculums have been shaped and cemented by college entrance requirements—and the colleges themselves have not kept pace with the times. School people have blindly conformed to college requirements, despite the fact that many of our students never finish high school, and many who do finish never see the inside of a college.

We proposed, then, to have our curriculum and program determined only by the needs of our students and our community. We recognize that students who are capable of mastering theoretical materials—the main content of the college entrance course—are in the minority. Their needs and interests should not dictate

the program of the entire school. But the typical pupil may easily master materials of a more practical nature, and he should be given every opportunity to do so.

Our big objection to the traditional diploma-centered school curriculum is that the less "intellectual" student does not find enough of the practical subjects with which he could have a measure of success. If he is to earn the coveted diploma, he must take, and "pass" many theoretical courses. He becomes discouraged by failure, or loses interest, or both—then he drops out of school and out of the sphere of the school's influence.

We say frankly that we want to keep all boys and girls in school until the age at which they usually graduate from high school. The usual high school program assumes that the pupil comes to the school with a certain minimum of unconsciously absorbed culture behind him. As larger and larger proportions of young people go to and stay in school, the school, particularly in low-economic regions, must devote proportionately larger blocks of time to the basic social and citizenship skills which most of these pupils in reality lack.

Would you teach a boy Latin when he is so shy of people that he will not lift his eyes above your nose, or speak in anything but a painfully self-conscious mumble? Would you teach a girl "higher literature"—if there must be a choice—when you know that 9 chances out of 10 she will work as a domestic

and then marry a farmer, yet doesn't know the essentials of economical, nutritious cooking?

The qualities of good citizenship and socially acceptable manners are not developed through the acquirement of bits of history, math, science and so forth, but through residing for some period of time in a proper atmosphere, along with, incidentally, the gradual acquirement of a few facts, skills and habits and the acceptance of a few ruling principles. The important thing here is teacher personality.

Coosa County Training School is situated in Cottage Grove, Alabama. It is a regular public high school carrying grades one through twelve. It is the only Negro high school in the county. Between 10-15 percent of the students who graduate go to college. Our total enrollment is 545. We have twenty teachers in all. There are 107 pupils in grades 10-11-12. Ten teachers teach certain high school subjects. Our curriculum is very limited, and job opportunities are very limited in this rural area. Some graduates do public work, some girls do domestic work; others go to the cities. Coosa County is essentially a farming area with very little industry. At least 90 percent of the students are transported by bus.

Under the Plan, scholarship is stressed for superior students; for slow pupils, citizenship is stressed. The pupil's interests play a larger part in setting up his program. Promotions and grade placements are handled with more flexibility. The curriculum is not being changed.

at this time, due to lack of resources.

We may state our purposes thus:

1. To eliminate the diploma as an objective.
2. To emphasize the value in the record one makes.
3. To let students work and study without anxiety as to whether or not they will fail to graduate.
4. To change pupils' attitudes about what constitutes "success" and "failure."
5. To make the curriculum correspond more closely to the needs and abilities of pupils.
6. To give students more responsibility.
7. To place more emphasis on citizenship, and moral and spiritual values.

Flexible and widely differing minimum and maximum standards for pupil work have been outlined. Only students who will or should go to college undertake the maximum amount of work. Students arrange their own programs, and may take examinations or not, as they wish. Only consistently bad behavior or poor attendance is cause for dismissal under the new Plan.

We hope it will have these results:

1. Better pupil-teacher relations.
2. Teacher will be less likely to give an unearned passing grade just so that a pupil can pass or graduate.
3. Pupils who graduate with low grades will not be likely to enter college. If colleges take them, one of two things must be done: (a) student must make up grades or (b) college

must make special adjustments. Low-scholarship students will be more likely to enter trade or vocational schools.

4. Students who have the ability and desire to attend college will probably do better work in high school, knowing that they may graduate from high school and still not be able to enter college.

5. Students who do not plan to enter college will be better prepared to serve in the community because they will have placed more stress on all factors of citizenship.

6. Students will be much more likely to stay in school.

At the end of November, 1953, when the Plan had been in operation for about two months, students and teachers were questioned about it.

Modernizing without Remodeling

by CLAYTON H. LANGE
Cleveland, Ohio

LIKE many another community, Williamsport, Pa., (population 45,047) has been forced by increased school population and high building costs to add new schools to its system without taking old buildings out of service.

Although the old buildings, some of which were built before 1900, are structurally sound, school officials were not happy about the drab classrooms.

Superintendent George H. Parkes and Maintenance Superintendent Joseph Haag talked the problem over with the school board.

"Our most important decision," recalls Dr. Parkes, "was the decision to do something instead of expending our energies in wishful thinking. We consulted with lighting engineers, floor covering specialists and

paint suppliers, asking them frankly for their ideas.

"We were delighted to learn that modern lighting fixtures would not only give us more and better light, but would also save money on operation; that asphalt tile could be safely put down on present flooring, and that there were other paints besides the traditional brown and beige."

Before the modernization plan was put into effect it was the subject of considerable discussion in the community. Radio station WRAK donated time to the color consultant to outline his recommendation for the public. A committee of 100, made up of school board members, teachers and parents of pupils, was asked to pass judgment on two school rooms refinished according to the proposed plan, before definite commitments were made.

When this group saw what new lighting, new floors and new color could do to the old buildings, the decision to go ahead was unanimous.

It is planned to re-do two rooms in each building each year, the work to be done while school is in session.

"Doing the job during the school year is a little difficult," Dr. Parkes points out "since we have to move the children into temporary classrooms while the floor is being laid and the paint applied, but we know that unless we do it then, we may end up by not getting it done."

Costs about \$500 per room

Total materials charge for each room averages about \$500. Most of the work is done by the school system's regular maintenance crew, and it is estimated that each room requires 300 to 350 man-hours.

While the community recognizes that the modernizing program provides no permanent solution to the pressing need for new buildings, it welcomes the program as a practical stop-gap to the deterioration of buildings that must be used.

Here are the results of the student questionnaire:

1. Most students liked the Plan or were indifferent; they thought they would learn more or about the same under it, and that since its inception they had studied more or about the same.
2. Students agreed almost 100 percent that they would not leave school even if given a diploma "tomorrow." All but one student said they would take all examinations, even if some of their classmates skipped exams.
3. They liked the idea of teachers giving assignments far in advance (allowing good students to plan ahead); they also felt that teachers' being allowed to take more time to discuss matters not di-

rectly related to courses was beneficial.

Results of teacher questionnaire:

1. The majority of teachers felt that students showed more interest in their work, studied more, earned better grades, and behaved better.
2. They said they now gave more time to citizenship training, and had taken advantage of the less rigid curriculum to discuss matters pertinent to their students: knife-carrying, drinking, conduct at socials, morals, personal hygiene, profanity, reliability, etc.
3. They felt that scholarship standards had not been lowered, and that students were not cutting classes "more than usual". Most students impressed them as being

favorable to the Plan, and all the teachers felt that the Plan was successful so far.

The Coosa County Training School experiment has the approval of the County Superintendent and the State Director of the Division of Education for Negroes.

Our resources are very limited in every respect. We consider our experiment to be a very modest one, representing an humble effort to make the school mean more to the students and accomplish what public schools should do in the way of citizenship training. We do not expect *any* plan to change the nature of youth, but we do have both faith and hope that our Plan is the right track—that it is headed in the direction of doing more for youth.

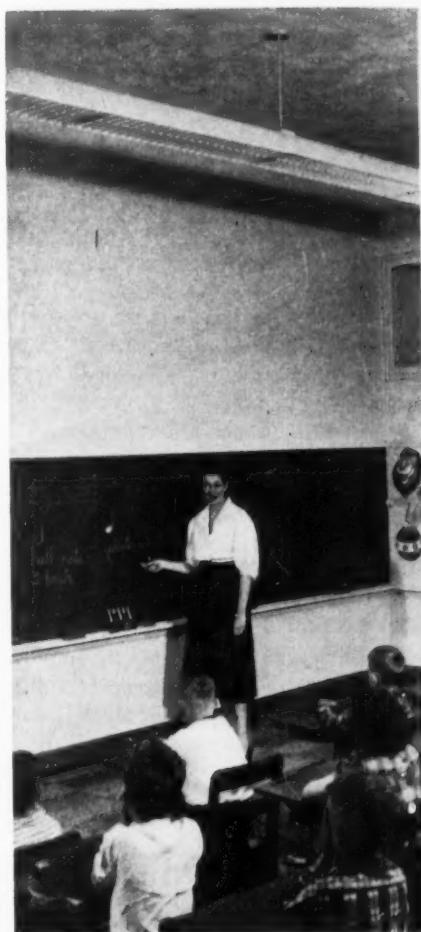
... before after ...

Modern lighting fixtures, white ceilings improve lighting situation.

Old tan walls are painted cool green in south or west rooms, grayish-pink in north or east rooms.

Rooms appear larger with dados and baseboards, formerly dark brown, painted same color as walls.

Wall color is complemented by varied asphalt tile floor patterns in gray or shades of green or rose.



If your pamphlet is to be read, you must know how to go about . . .

Putting it in Print

by Vivienne Anderson

SCHOOL systems throughout the country are releasing a growing stream of printed publications—one-of-a-kind brochures, periodicals, annual reports, curriculum and public relations materials for professional staffs and communities.

These printed materials are designed to inspire the administrator and the teacher to think, discuss, interpret the school program more fully, adopt new methods and raise standards of professional activity.

To achieve the desired impact, educational publications must not only command the attention and respect of the educator but stimulate definite action and reaction. With this in mind, it is worth considering the basic principles regarding the layout and writing of publications.

The design, if not the actual technical layout, should be prepared by a professional worker in the school system, preferably the public relations officer, or a staff member who is intimately acquainted with the activities described in the publication.

This will insure a "feel" for the material at hand. This first-hand knowledge of the subject described is indispensable both in writing copy

and selecting authentic art work and photography. Very often the technical layout of the non-educator results in a cool professional publication that fails to capture the spirit of the project described.

The cover of a bulletin or the front page of a smaller publication should be designed to attract the immediate interest and attention of the prospective reader.

A simple but attractive cover can be designed with effectively placed action photography or art work that projects the essence of the story related in the inside pages.

"White space" is not waste space

It is important, in designing illustrative material, to insure plenty of "white space" devoid of both type and pictures. Over-illustration results in a cluttered and confused appearance.

A recently-released publication, designed to promote interest in the teaching profession, devoted an entire section to pictures of teachers and quotations on their reactions to working in the field of education. Not a single teacher's photograph was taken in a live classroom situation. The "pedagogues" were stiffly seated on chairs. Their pictures could have been used for passport photos.

In contrast, the 1952-53 annual report issued by the Chicago Public Schools presents photography which reflects the moods and the varied arts of teaching. These pictures re-

veal the live relationships that make this profession unique and stimulating.

Close-up action pictures are effective because they capture the spontaneous and natural reactions of people in direct relationship to the project at hand. Action pictures can virtually stand alone and tell their own story whereas posed "watch-the-birdie shots" fail to symbolize, illustrate or project.

If photography is placed close to the portion of the story it authentically illustrates, it may not be necessary to provide picture captions.

Make photos as honest as text

Timeliness and authenticity are two indispensable criteria in selecting photographs. Current adult education activities, for example, would not be well illustrated by the photograph of a woman attending a riveters' course during World War II. The printed reports of a city school system or of a state education department should offer pictures that are *bona fide* illustrations of the activities described rather than photos from distant states or outside school systems.

If necessary, specific photographs should be taken to insure timeliness and authenticity. For only realistic, timely action pictures will capture the spirit of the story and add to the impact of the publication upon the reader.

Whether the publication is being prepared for the layman or for the professional educator, language should be clear, simple and direct. Hackneyed, cumbersome pedagogisms destroy vitality and discourage the reader.

The New York State Education Department's master of "pedagogese," Dr. Gobbledygook, states in an issue of "Schools in Action": "Of hyperbolical proaedeutic significance is the conceptualization that the consummate aggregate of the next succeeding integer after unity and itself is the fourth cardinal numeral."

Let's not be guilty of using this kind of verbiage to say that "two and two are four"!

Miss Anderson is Associate in Secondary Curriculum, Division of Secondary Education, University of the State of New York at Albany.

What, no jargon?

Early in the planning of the recently occupied Heathcote School in Scarsdale, New York, teachers actually penalized themselves for using such words as "classrooms, corridors, desks, chalkboard." Their object was to concentrate on what children and teachers actually *do* that needs to be housed. Result was an unorthodox but apparently highly satisfactory hexagonal-shaped classroom.

Tell this to citizens

Superintendents and architects often boast of the "economy" achieved in building their new high school. To get a fairer idea of unit cost of such buildings, try dividing the square footage devoted exclusively to instructional space (in most cases this eliminates corridors, cafeterias and other such spaces) into the total cost of the building. Quite a different picture comes out. This method favors design which gets maximum use out of interior spaces.

Two-teacher classrooms?

Student teachers are a regular feature of many school systems co-operating with teacher-training institutions. Now a school system is experimenting with non-professional trained college graduates as helping teachers. Wonder if these additional adults in the classroom have been considered in the design of institutional spaces?

Getting the big picture

One Southern superintendent had all sorts of citizens committees. One, in fact, for every school in the district. When time came to determine what additions and remodeling had to be done for these schools, the good citizens almost fell out with one another over whose school building problems were greatest.

Thinking Before Planning

AROUND THE country folks are so busy planning their new school buildings they haven't time left to think much about what it is they're planning. The problem is complicated for many schools by groups of citizens who want to help out and don't know how. Architects bring pressure to bear when they continue to insist that someone give them an educational program before they begin sketching preliminary drawings.

What, then, are the persistent and time-consuming questions which citizens, teachers, administrators, students and architects must thrash out before planning a new school building? These are a few of those questions to which some school systems are giving a lot of time and thought:

What is the school to do in the community? (Teach knowledge and skills? What?)

What do we believe are the ways this can best be done? (Teacher and thirty children? What?)

What program of studies is to be used if any? (Three R's, math, art, music? What?)

What procedures will the people in the school try out in making use of this program of studies? (Lectures, discussions, demonstrations? What?)

What special characteristics of these people must be considered? (Physical, social development? What?)

What do we believe are the best ways to organize the school to get the job done? (Grade levels, core? What?)

What will administrators and supervisors be doing in this school? (Directing, scheduling, executing, leading? What?)

These aren't all of the questions groups are concerned with before planning school buildings. But when specific answers to these are found, planning can proceed on a pretty substantial basis.

The superintendent organized teams made up of members from each of these citizens committees to study conditions in all of the schools. Each team member was surprised to find that there was at least one school with needs greater than his own. Resulting attitudes helped establish a priority of needs to which the system's limited budget was effectively applied.

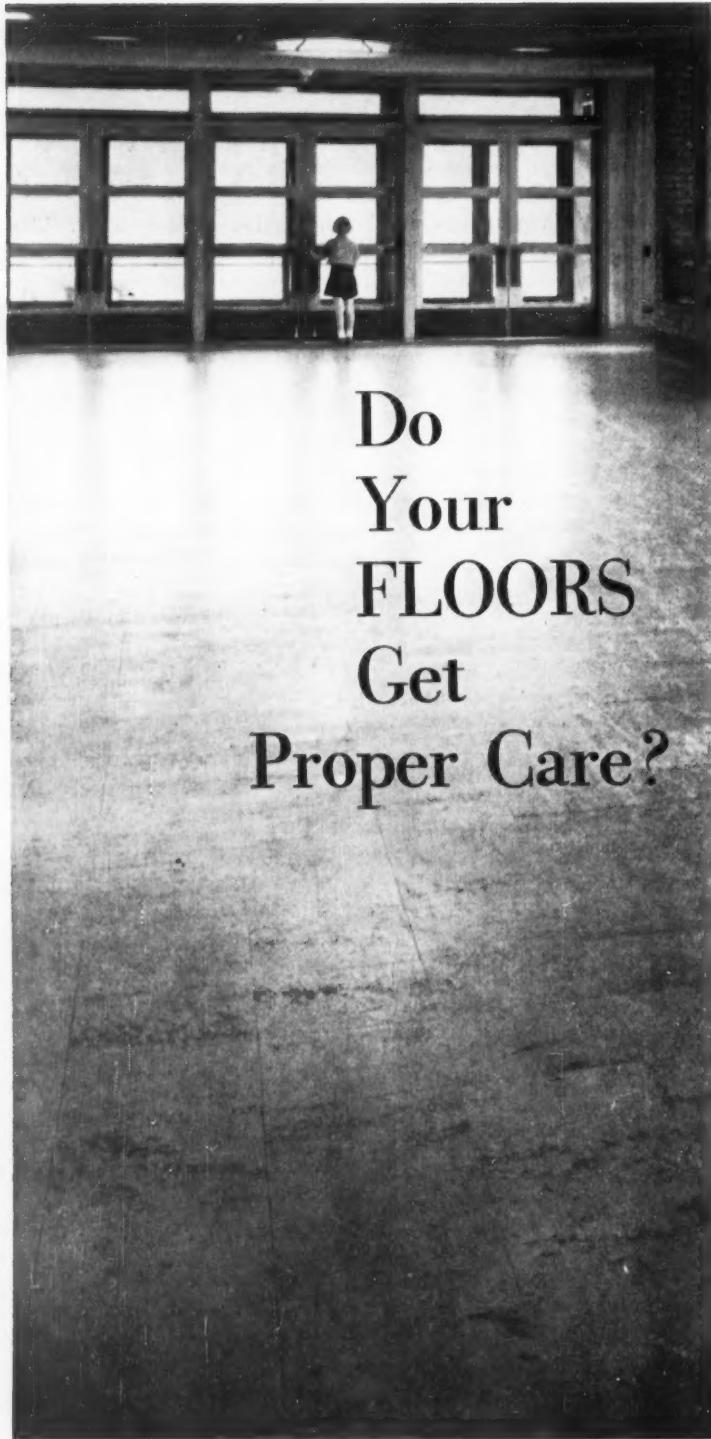
Building pamphlets

Architects, school people and board members discuss the theme "planning educationally sound buildings at low cost" in *Indiana and Midwest School Building Planning Conference*, a bulletin of the School of Education, Indiana University. Particularly ap-

propriate was the discussion of "the high school of the future."

Two revisions of regular publications: *Equipment and Supplies*, a list of recommended materials for nursery through intermediate schools, Association for Childhood Education International, Washington, D. C.; and the 1953 edition of *Guide for Planning School Plants*, a publication of the National Council on Schoolhouse Construction.

Another interesting pamphlet stressing the economy of school building construction is entitled *Economies from A to Z*, published by the New York State Commission on School Buildings. It contains a statement of practices and a check list for local use.



Do Your FLOORS Get Proper Care?

by A. L. SODERGREEN

EVERY YEAR thousands of dollars are spent on laying new floors and replacing old, worn-out floors in school buildings across the country. How can school people protect this investment?

Unfortunately, there is no one product that will renovate, restore and maintain all floors in one easy application. However if we reduce the problem to basic fundamentals we come up with four steps which apply regardless of the type of floor in question: cleaning, sealing, maintaining, and a system of regular inspection.

Once these four essentials have been adapted to a particular floor, the ground work is laid for a sound floor maintenance program which will assure a full functional life for all surfaces.

1. Cleaning

Successful sealing, waxing and maintenance treatments depend on the initial cleaning operations. Unless the floor is made free of all dirt and foreign substances, maintenance products are difficult to apply and will be less effective. "Foreign substance" includes residue from the cleaner—this must be carefully rinsed.

Most cleaning products are sold as concentrates, either powders or liquids, which are to be diluted with water. Follow the manufacturer's instructions as to recommended dilution ratio. A cleaner used in higher concentration than necessary is not only uneconomical but can damage the floor surface.

Mr. Sodergreen is director of research for the West Disinfecting Company, Long Island City, New York.



Products formulated for special, heavy-duty cleaning, such as wax removers and degreasers, should be examined carefully, both for primary effectiveness and for inherent hazards. Possible toxicity, skin irritating properties, obnoxious odors, volatility, flammability and corrosive effects on application tools should be checked.

2. Sealing

As soon as the floor has been thoroughly cleaned, rinsed and dried, it should be sealed against foreign matter which will inevitably find its way back into pores and crevices. Nearly all floor surfaces are porous to a degree, and dirt ground in by the pressure of traffic shortens the life of the surface, mars its appearance and makes cleaning more difficult. Some types of floors are more susceptible to dirt and grease than others. It is therefore important to choose a sealer which has been formulated to meet specific surface requirements.

Drying time is important, particularly where short shut-down periods must be arranged for resurfacing floors. In most school plants floor sealing is done section by section after hours and on weekends. Sealers requiring 10 to 12 hours drying time are generally preferable. Faster drying sealers which allow resurfacing to be completed in a single day are available and are often used as a first or prime coat.

Where appearance counts the effect of the sealer on the color of the floor must be considered. For example, to give wood floors in offices and gymnasiums the appearance of freshly sanded floors, a transparent sealer should be used to bring out the natural beauty of the wood without discoloring or darkening it. Whether the coating is clear or pigmented it should allow the retouch-

ing of worn spots without marking.

A penetrating sealer, applied to a thoroughly cleaned and dried concrete surface, is the answer to the dusting problem. The sealer chosen for this job should first of all be able to withstand both moisture and alkali—two enemies of sealers that are present in all concrete. If pigmented, the ratio of liquid to pigment in the sealer should be high enough to allow deep penetration. In all cases, the concrete surface must be neutralized with an acid rinse prior to applying any sealer.

Terrazzo floors should be sealed in order to prevent staining and general surface disintegration due to continual cleaning with soap and water. By sealing with the proper type of material, the floor can be made impervious to stains and soaps which otherwise attack the cement and eventually cause pitting. Sealers for terrazzo should therefore be able to withstand alkali soap solutions, and they should be of a type that will not yellow with age or change the color of the terrazzo itself.

Sealers and finishes which feature non-slip properties are available today for most types of floors.

3. Maintenance

The most important process in the preservation of floor surfaces is maintenance. The job of properly cleaning and sealing a floor with the finest available products is only partially completed if the surface is then left to a clean-as-needed basis.

For most floors, regular waxing with a good grade of floor wax is the best method for keeping the surface at its top efficiency and appearance. The wax film rather than the floor itself should take the brunt of wear. As the film wears away, it should be reapplied from time to time. Heavy wax films which have built up after repeated applications

should be removed entirely with a good wax cleaner.

While the proper waxing of floors is never an easy job, modern formulations have done much to reduce the labor involved. Specially blended wax emulsions have been perfected for every type of school flooring. In most cases, their application is little more difficult than mopping with soap and water.

Some wax emulsions are designed to provide maximum floor protection combined with a minimum amount of slip—a highly important safety consideration.

Floor traffic is one of the main causes of dust. Continuous traffic keeps the dust in constant motion so that it never settles. Liquid chemical formulations have been developed for protecting floors (whether sealed or not) which deal effectively with the dust problem. Since dust may carry with it many pathogenic bacteria and viruses, some dust control compounds are now available with "built-in" antiseptic properties. When applied, germicidal agents in such compounds diffuse over the floor surface and go to work at once to arrest the growth of the bacteria present.

4. Inspection

Spotting potential trouble before it hits is one of the first prerequisites for economical plant operation. Maintenance personnel should be instructed to watch for any sign of floor wear, particularly in the areas where traffic is heaviest. If wax is used, the area should be rewaxed as soon as it shows signs of wear or becomes dull and hard to clean. On finished concrete floors, evidence of excessive scuffing is the tip-off.

On all floors, discolorations and imbedded foreign materials not completely removed during routine cleaning should be corrected immediately.

floor type	Cleaning	Sealing	Maintaining	Inspecting
old wood	<ol style="list-style-type: none"> 1. Remove wax, oil, grease and dirt with approved wax removers, degreasers and soap solutions. 2. Bleach stains with oxalic acid solution; rinse thoroughly. 3. When dry, sand thoroughly if required, with proper cuts depending on condition of floor. 4. Pick up all wood dust with tack rag dipped in sealer and wrung dry. 	<ol style="list-style-type: none"> 1. Floor must be clean and dry. 2. Apply thin coat of approved penetrating sealer; buff lightly with steel wool after 15 minutes; allow to dry for 1 hour. 3. Apply thin coat of resinous sealer; allow to dry; buff lightly and pick up residue with tack rag. 4. Apply second thin coat of sealer, allow 10-12 hours to dry. 	<ol style="list-style-type: none"> 1. Apply 1 or 2 thin coats of water-emulsion wax or maintain with deodorizing type cleaner containing wax. 2. Use antiseptic dust control compound to enhance appearance and lay dust. 	<ol style="list-style-type: none"> 1. Look for dirt and imbedded foreign materials not removed in routine cleaning. Remove as soon as noticed and re-wax area if necessary. 2. Dull or discolored areas indicate wear of the wax coating. Surface should be cleaned and re-waxed.
new wood	<ol style="list-style-type: none"> 1. Clean thoroughly with solution of approved mild soap. 2. Sand thoroughly. 3. Pick up all wood dust with tack rag dipped in sealer and wrung dry. 	<ol style="list-style-type: none"> 1. Same as above. 	<ol style="list-style-type: none"> 1. Same as above. 	<ol style="list-style-type: none"> 1. Same as above.
old linoleum	<ol style="list-style-type: none"> 1. Remove waxes by careful scrubbing with oilbase soap. Paste waxes can be removed with acceptable thinner. 2. Scrub with clear water; allow to dry thoroughly. 3. Buff with No. 00 steel wool. 	<ol style="list-style-type: none"> 1. When thoroughly cleaned and dry apply heavy, even coat of acceptable penetrating varnish sealer; allow 15 minutes for penetration; wipe up excess with clean dry rags. 2. Buff with steel wool. 3. Apply second and third coats of sealer needed, buffing with steel wool between applications. 	<ol style="list-style-type: none"> 1. Apply 1 or 2 thin, even coats of acceptable water emulsion wax, or maintain surface with deodorizing cleaner containing wax. 2. Control dust on well-waxed floors with approved oil-base antiseptic compound. 	<ol style="list-style-type: none"> 1. Watch for uneven wear of surface; correct with protective coating of wax. Clean and re-seal if wear is extreme. 2. If finish becomes dull, clean and re-wax. 3. Check frequently to make sure routine cleaning is getting all dirt before it becomes imbedded.
new linoleum	<ol style="list-style-type: none"> 1. Clean with mild type oil-saponified liquid soap, diluted according to manufacturer's directions. 2. Rinse with clear water and allow to dry thoroughly. 	<ol style="list-style-type: none"> 1. New linoleum has been finished by the manufacturer and should not be sealed. 	<ol style="list-style-type: none"> 1. Maintain original surface with thin, even coats of approved water emulsified wax finishes. 2. If initial waxing is impractical, surface can be maintained with approved cleaner. 3. Control dust with approved oilbase antiseptic compound. 	<ol style="list-style-type: none"> 1. Same as above.
asphalt tile	<ol style="list-style-type: none"> 1. Scrub with proper dilutions of approved soluble powder or liquid cleaners. (In badly deteriorated tiles, colors may run even with plain water.) 2. Rinse and allow to dry. 3. Buff with flexible pad of No. 00 steel wool in polishing machine. 4. Pick up all residue with vacuum. 	<ol style="list-style-type: none"> 1. Apply at least 2 thin coats of an acceptable mastic sealer, specially designed to prevent color running from subsequent floor maintenance treatments. (So-called "grease-proof" asphalt should not be sealed). 	<ol style="list-style-type: none"> 1. Apply at least 2 coats of approved water emulsion wax, buffing with No. 00 steel wool between each application. 2. Brush daily with soft hair brush No. 00 steel wool. Clean periodically with deodorizing cleaner containing wax. 3. Control dust on well-waxed asphalt tile with approved antiseptic compound, applied by either spray or mop. 	<ol style="list-style-type: none"> 1. Follow same procedure recommended for linoleum.
rubber tile	<ol style="list-style-type: none"> 1. Brush loose dirt from floor. Old, porous rubber should first be buffed with No. 00 steel wool. 2. Clean with acceptable soap or special rubber cleansers according to directions. 3. Rinse and allow to dry thoroughly. 4. Buff thoroughly with No. 0 steel wool. 	<ol style="list-style-type: none"> 1. Rubber tile floors should not be sealed. 	<ol style="list-style-type: none"> 1. Apply thin, even coat of water emulsion wax, allow to dry until hard. 2. Buff with steel wool and repeat with second coat of wax. 3. After waxing, buff systematically to reduce number of washings. 4. Control dust on well-waxed floors with approved antiseptic compound. 	<ol style="list-style-type: none"> 1. Follow same procedure recommended for linoleum except for sealing.

floor type	Cleaning	Sealing	Maintaining	Inspecting
cork	<ol style="list-style-type: none"> 1. On newly installed floors, allow 7 days for bonding cement to set. 2. Clean thoroughly with mild type scrub soap. 	<ol style="list-style-type: none"> 1. Apply 2 coats of approved penetrating varnish sealer to thoroughly dry floor. Buff each coat with fine steel wool. 	<ol style="list-style-type: none"> 1. Apply at least 2 thin coats of acceptable water emulsion wax and buff. 	<ol style="list-style-type: none"> 1. Follow same procedure as recommended for linoleum. 2. Watch particularly for scuff marks and nicks which mean that areas should be resealed against heavy wear.
cement	<ol style="list-style-type: none"> 1 Remove chemical hardeners from new concrete by scrubbing and flushing with hot water. 2. Remove all wax, oil, grease and dirt with approved wax removers, de-greasers and soap solutions. 3. Rinse away all traces of cleaners with hot water. 4. Etch with muriatic acid solution; rinse several times with hot water. 5. Test for dampness; prime damp floors with an approved special primer; rinse with water; allow at least 8 hours for thorough drying. 	<ol style="list-style-type: none"> 1. Treat with 2 thin, even coats of approved resinous sealer—either pigmented or clear. Allow thorough drying between applications. For high gloss, apply coat of clear sealer over two coats of pigmented sealer. 	<ol style="list-style-type: none"> 1. Wax with 1 or 2 coats of approved water-emulsion wax, or maintain with deodorizing cleaner containing wax. 2. Use antiseptic dust control compound to enhance appearance and lay dust. 	<ol style="list-style-type: none"> 1. Watch for signs of dusting or powdering of the surface. These are sure signs that surface should be sealed. 2. On sealed floors, watch for chipped areas which should be resealed as soon as noticed. 3. Make sure routine cleaning is removing all foreign materials. 4. Sealed floors which become dull should be rewaxed.
terrazzo	<ol style="list-style-type: none"> 1. Scrub with acceptable cleaners until all traces of old soap films and other foreign materials are removed. 2. Rinse and remove excess water with squeegee. 3. Allow to dry thoroughly, then test small area with water to see that pores are open for penetration. 	<ol style="list-style-type: none"> 1. Densify with 1 or 2 coats, as needed, of approved terrazzo sealer. Avoid building up surface film. 	<ol style="list-style-type: none"> 1. Treat dry, sealed surface with acceptable cleaner containing wax. 2. Use a soft bristle broom or brush daily. Repeat applications of wax-cleaner occasionally. 	<ol style="list-style-type: none"> 1. Watch for dull or discolored areas. These should be cleaned and rewaxed at once. 2. Make sure the sealer coat is in good condition at all times to prevent pitting of the surface.
marble	<ol style="list-style-type: none"> 1. Wet surface; clean with acceptable mild scrub soap. 	<ol style="list-style-type: none"> 1. Special resinous sealers are effective on exposed installations. (Most sealing problems with marble floors cannot be generalized. A flooring expert should be consulted prior to treatment.) 	<ol style="list-style-type: none"> 1. Acceptable water-emulsion waxes may be used. 2. An antiseptic dust control compound may be used on waxed floors. 	<ol style="list-style-type: none"> 1. Make sure that routine cleaning is removing all dirt, stains, and discolorations. Make sure the cleaner is not harming the floor surface.
ceramic tile	<ol style="list-style-type: none"> 1. Clean with acceptable soap cleaner; rinse thoroughly with water. 	<ol style="list-style-type: none"> 1. Seal severely etched tile with coats of thinned varnish sealers. Allow time for thorough drying between applications. 	<ol style="list-style-type: none"> 1. Wax with approved water-emulsion wax or deodorizing cleaner containing wax. 2. Use antiseptic dust control compound in sweeping. 	<ol style="list-style-type: none"> 1. Watch for dull or discolored areas. These should be cleaned and rewaxed at once.
slate & quarry	<ol style="list-style-type: none"> 1. Same cleaning procedure as recommended for ceramic tile. 	<ol style="list-style-type: none"> 1. Same sealing procedure as for etched ceramic tile. 	<ol style="list-style-type: none"> 1. Same maintenance procedure as recommended for ceramic tile. 	<ol style="list-style-type: none"> 1. Same inspection procedure as recommended for ceramic tile.

As a guide to the persons responsible for the care of school floors, the author has compiled this check-list of procedures that will assure an adequate floor maintenance program. Four steps are outlined for each type of floor: cleaning, sealing, maintaining and inspecting.

School Additions Versus Remodeling

***Where is remodeling to stop?
A coat of paint, new lighting,
a new roof—another building?***

by LOUIS N. BALLUFF

WHEN overcrowding is imminent, school administrators face the necessity for school additions and the proper solution of the problems their planning and construction present.

School administrators will want a re-design which will not only add space, but will make more efficient use of existing space and permit easier housekeeping and maintenance.

The remodeling problem is not one always easy of solution. Extensive remodeling may cost almost as much as new construction and may not achieve the benefits of entirely new buildings. For example, even extensive remodeling may leave the problems of high ceilings and high window stools.

Then too, it is always difficult to know at what exact point to stop in

the remodeling program. When new floors are being considered, what school administrator won't wish to put in new ceilings? But when new ceilings are being installed that is certainly the logical and least expensive time to put in new fixtures and revamp inadequate lighting.

With the ceilings lowered and with acoustical ceilings and modern lighting, perhaps next in order would be a consideration of expanding toilet facilities; then heating and ventilating should come in for attention. Probably the administrator then begins to think of such items as new sash, trim, doors, chalkboards and cork carpets, then adequate casework, work counters and so on. When a stopping point is decided upon, very often there are understandable regrets afterward that more wasn't done while the remodeling program was under way and disruptions occurred that may have to be endured again.

Even the most extensive remodeling projects still leave the school with an old building. How many times has the remark been made in my presence by school administrators and others looking back on re-

modeling programs to existing school plants, "We should have torn this down and started over." Very often they say that the remodeling hasn't solved the high maintenance cost problem and high insurance rates are continuing.

Most old schools are non-functional

Whenever I am given the opportunity, I always emphasize to school administrators contemplating construction of additions or remodeling that most old buildings were not planned efficiently and in many cases these old buildings are forcing the school to operate under the restrictions of a non-functional plan. Without an architecturally new and different school plant, they will continue to have a school hard to maintain and supervise.

School administrators should always be guided by a thorough and competent professional study. Facts must be known and complications foreseen—facts as to existing construction as opposed to proposed construction, and as to existing operating and administrative methods as opposed to those possible with the

Mr. Balluff, an architect-engineer in Chicago, Illinois, has designed additions for several schools in that part of the country.



If you have a cramped, old-fashioned school, you can . . .



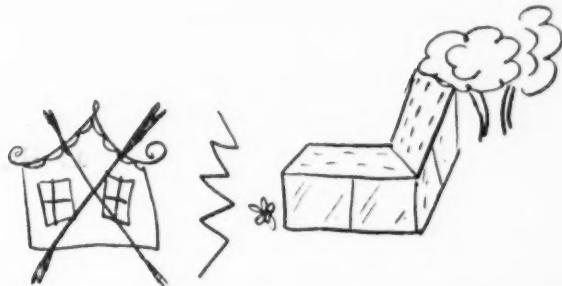
Modernize the existing structure . . .



Put up a harmonizing, share-a-wall addition . . .



Build a separate but connected campus-style addition . . .



Or build a separate addition, perhaps on another site, with an eye to tearing down the old structure when conditions permit.

school addition program completed.

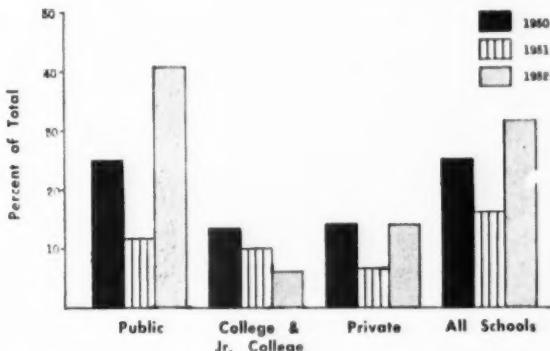
There is no other way to make an intelligent decision in matters which may affect the whole future school operation. Such studies should be made at the earliest possible moment, and the school architect should be consulted before any steps have been taken that may commit the school to costly errors.

Some of the matters which will influence the final decisions are code requirements, safety factors, maintenance and financial budget, the school's master building plan (and no school should be without one), community development, school building uses, and structural and mechanical limitations. All of these factors are variable and can be most obstinate.

A combination of such conditions as limited play and other areas, structural weakness in walls, improper coordination of classrooms and other school facilities, for example, may outweigh all other considerations and demand that the school start to rebuild on other land removed from the present site which studies have revealed to be far more suitable.

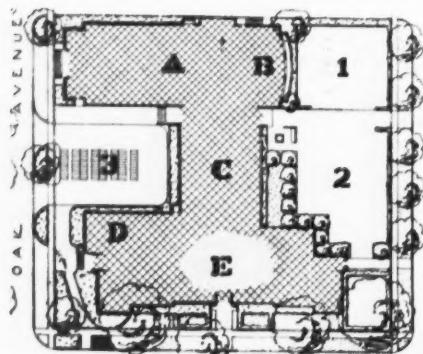
Consideration of school addition

Total Cost of School Additions, 1951-52*

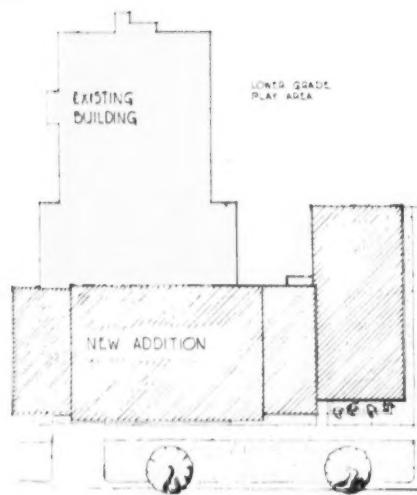
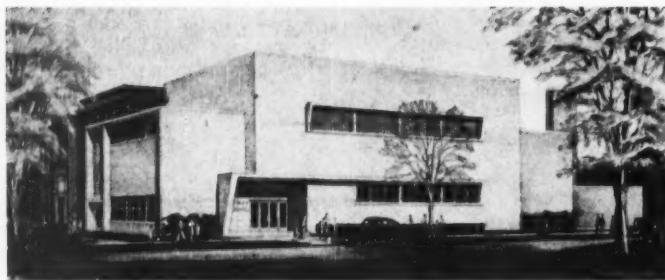


Additions bulk large in school construction. Of the more than \$1½ billion spent for school construction in 1952, 41 percent went for additions. Over half of the 4,591 school buildings put up in 1952 were additions.

from *The American School and University*, Vol. 25, 1953-54, p. 71, American School Publishing Corp., New York 16.



"E" is the original building at Roosevelt Junior High School, Bellwood, Illinois. It is now used solely for classrooms. Additions provide for auditorium and gym (A), music (B), arts and science (C), and administration (D). Athletic fields are on a large lot across the street. (Louis N. Balluff, Architect & Engineer.)



Addition planning on a limited site may place old and new walls together. Here the addition design is planned to present crisp, new architectural lines in the greatest possible view while harmonizing with the older school building. This is the Haley School in Stickney, Illinois. (Louis N. Balluff, Architect & Engineer.)

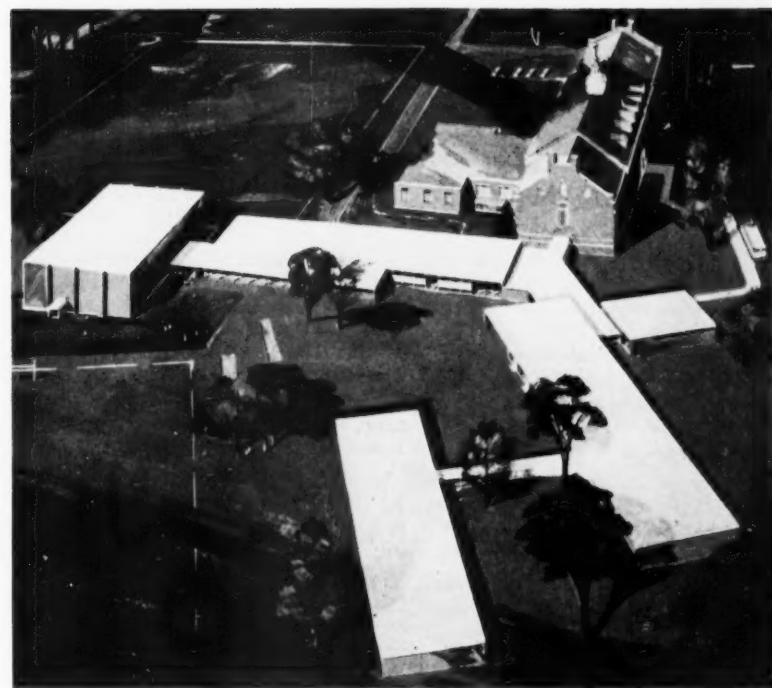
planning projects should follow these logical steps of inquiry: (1) Should we plan the addition to present buildings or should these additions take the form of new construction on a site more convenient to growth centers affecting school enrollment? (2) If land adjacent to the existing school building must be used, will a campus style type of addition program be possible or will a design making use of present building walls be more suitable?

Campus-type addition has many advantages

Where the school site permits, additions which follow the campus plan type of development will allow construction with the least interruption to normal school activities. Such a type of addition development program often has other advantages over construction using existing walls.

Schools with sufficient area to make this campus style of development feasible will certainly wish to investigate thoroughly some of the possibilities which it offers. Briefly stated, the campus plan type of building development project involves en-

Darien Junior High School, Darien, Connecticut, was a winner in the School Executive's "1952 Competition for Better School Design", being judged "an extremely well-arranged plan for an addition to an existing building." The brick and white trim of the addition blend with the colonial style of the original building (color dot.) (Ketchum, Giná and Sharp, Architects.)



larging existing school facilities with entirely new and separate buildings, often connected by tunnels and enclosed corridors and passages.

Because of this provision for tunnels and other connections it is sometimes the case that initial costs for mechanical installations in the campus plan type of construction may be somewhat increased over installations for additions on walls of present buildings.

But this increased initial cost must be weighed against possible better and more efficient use. For example, in the matter of heat area zoning, the campus plan allows greater flexibility and long range economy, particularly in separating various departments and primary, elementary and upper grade needs.

One advantage of the campus type plan is freedom from the limitations of architectural design of the existing school plant without proximity of conflicting styles. The school is thus able at least to begin a modernization program inside and out without being forced to stay within the same limitations of design and use of architecture exemplified in the present school plant. The new unit

can therefore become the first in a wanted and permanent revision striking the new note of things to come.

For the same reason this campus plan type of school development approach (where the school must remain on its present site) is sufficiently flexible to permit master planning with future long-range building program fitting into current construction. Where additions are to be placed to existing walls, it is difficult, if not impossible, to achieve coordinated master planning effects, which distinguish successful overall school building programs, to the public eye at least, as much as anything else.

The campus plan also frees the building program to a large extent in material selection, and profits accordingly by what that may mean in more economical building costs, easier maintenance and more satisfactory building use. Many of the new materials were not available when the present school plant was built. With proper design use these materials are making considerable contributions to school architecture and operating educational programs.

Educational systems themselves

and educational needs have changed since most present school plants needing additions were envisioned. It is easy to see, then, why a school addition which performs a dual function and maintains its own separate and individual existence while harmonizing with the whole, is in so many cases the most resultful type of planning.

New construction ups property values

The new construction type of addition planning also has an unearned increment for property owners since property valuations rise with the advent of a new and beautiful school, whereas addition programming which merely face lifts or remodels has little effect on the value of surrounding community property.

There will be many times however, when the only effective and logical solution to school addition problems will be a design and construction program making the greatest use of existing walls. Site limitations, bond issues and other considerations may also balance the scales in favor of avoiding entirely the campus plan approach.

Agnes Meyer—A Pursuit For the Promised Land

"Out of These Roots,"* by Agnes E. Meyer—a review by Dolores M. Sloan, assistant editor of *The School Executive*. Mrs. Meyer is on the board of trustees of the National Citizens Commission for the Public Schools; she is a recipient of the Women's National Press Club Achievement Award for her work in public service; she was a member of President Truman's Commission on Higher Education; and she is an active leader in several health and welfare organizations. Her husband, Eugene Meyer, is publisher of the *Washington Post* for which she reports on social problems. Her definition of a layman: "The voluntary worker, equipped with the broadest culture, who will devote himself to the national welfare in a spirit of selfless devotion to the good of humanity." That definition certainly applies to Agnes Meyer.

AGNES MEYER is no stranger to American administrators. At last year's AASA convention, they heard her eloquently defend educators against the "many dishonest critics of public education with axes to grind."

In her recently published autobiography, they meet a woman whose life is dedicated to building "a more cultivated society in a more wholesome environment" for all Americans.

Out of These Roots tells of her variegated experiences in art, writing, government service and home management; and of her devotion since World War II to "the strengthening of community life, especially through the extension and improvement of public education."

The intensity of her devotion resulted from trips to our industrial centers during the last war, where she saw ". . . for weeks on end the frightful disintegration of family life and individual character that were the penalty of a disorderly environment and disorderly living."

Today's defense areas present the same problem. Mounting tolls in crime and disorganized family living, Mrs. Meyer emphasizes, underline the necessity for federal aid in these regions.

Mrs. Meyer points out that only 6 percent of our high schools have any kind of guidance program, and

that most of these are handicapped by lack of trained personnel. She suggests that local businessmen join with educators and other community members to establish centralized service centers.

Like the pioneer in this field—the Bridgeport, Connecticut, Community Service Center—these headquarters would assist all citizens seeking guidance, including high school students.

Smaller areas might adapt Mrs. Meyer's big city community plan, which calls for a pooling of the collective resources of local PTA's and professional, church, labor, farming, fraternal and welfare groups.

The public school would then be-

come "the hub of an integrated and continuous welfare, health and educational program. The teachers, social workers, guidance experts and recreation leaders needed" would be "specially trained . . . and rewarded . . . with salaries that will make such jobs attractive."

This brings up the question of local initiative. Here the author cites the community's "inferiority complex" in solving its own problems, its doubts "as to the state's ability to deal with these," and its overconfidence in the Federal Government's know-how and monetary sources.

Mrs. Meyer's diagnosis, then, calls for a return of local self-faith, thus developing the community's latent resources for leadership and unity.

The Federal Government's role would be one of guidance and integration, keeping grants-in-aid "at the lowest minimum consistent with the national interest."

Such community self-sufficiency calls for improvements in administrative skill. This poses a special summons for "flexible [school] administrators who know how to cope with community problems."

Two sections of *Out of These Roots* disturbed this reader. One was Mrs. Meyer's rarely-documented appraisal of the "role" of today's American woman, written with the good intention of family preservation, but without attempts to separate individuals from the group.

The other treats her views on immigration policy and the challengeable assumption that "the slum problem in New York was almost solved before we allowed the Puerto Ricans to roll into the city like a plague of locusts."

Mrs. Meyer has done a sincere piece of writing because she is honest with herself. This rare quality of searching, positively-applied self-criticism shines through every page in her book.

Out of These Roots is valuable reading for schoolmen. It gives perspective to their common and particular problems. And it illustrates one type of American our public schools have developed.

*Atlantic-Little, Brown, Boston, 385 pp., \$4.00.



Agnes Meyer . . . "selfless devotion."

the administrator's role in INSTRUCTION

When all of the multiple tasks of the school administrator are arranged and brought into focus, his responsibilities for the instructional program stand out crystal clear. Instruction is the basic purpose of the school. Many other activities are related to it and, under pressing circumstances, often eclipse this fundamental role of the educator. Nevertheless, he must always hold that instruction is the true goal and purpose of the school. The editors of *The School Executive*, therefore, have thought it important to present the considered views of a skilled group on the administrator's role in an on-going program of instruction. The editors hope that these remarks will stimulate administrators and their associates to give renewed attention to this problem. The Planning Section approaches this problem from six points of view:

- The place of instruction in the total school program.
- The administrator's fulfillment of this role.
- The administrator's preparation for this role.
- The role of the central office staff.
- The citizens' role — organized and unorganized.
- The role of the building principal.

Instruction in the Total Program

by CARLETON WASHBURNE

THE SCHOOL exists to help develop, as fully as possible, the potentialities of each child, as both an individual and an effective, cooperative and responsible member of society. The school superintendent exists in order to enable the schools to do this job as well as possible.

Curriculum, including both academic and non-academic activities; program, books, materials and equipment; buildings and grounds; and, most basic and central, *teachers*, plus the principals, supervisors and specialists who aid them—these are means to that end. This, then, is the area of the superintendent's responsibility.

Yet it is easy for a superintendent to become so wound up in the details of his job—correspondence, reports, budget, building programs, PTA meetings, board meetings, luncheon clubs, professional meetings, and so on *ad infinitum*—that he loses sight of his central function: seeing that what goes on in the classroom is really helping children develop in the best possible way.

How does he accomplish this primary purpose? There are five major ways: selection of teachers; stimulation; release of potential; coordination; and facilitation. Let us consider each in turn.

Now director of the Graduate Division and Teacher Education at Brooklyn College, New York, Dr. Washburne has been responsible for improved instruction in schools here and abroad. He reorganized instruction in the Winnetka, Ill., public schools, directed the Louisiana School Survey and was educational reconstruction specialist for UNESCO.



1. Selection of teachers: Selection of teaching personnel is the most crucial of the superintendent's responsibilities. He rarely selects his whole staff, he inherits many, but every year he adds new teachers and decides whether or not to keep some of those recently appointed. If the new blood which he keeps feeding in is sufficiently vital it will gradually invigorate the whole faculty. He should look for teachers who have vision and enthusiasm, and a real love and understanding of children, and who are sympathetic and emotionally secure. Such teachers must, of course, have a sound background of education and professional training.

In these days of teacher shortage it is not so easy to find such teachers. But one can try to persuade the community and school board to make teaching conditions, living conditions and salaries as attractive as possible. And one can avoid reappointment, especially with tenure, for all new teachers who are not wholly satisfactory. Let them know that their appointment is for only one or two years and that they may have to continue their probation elsewhere. Then stick to this. Only by thinking of the hundreds of children whom tenure teachers will instruct, and for whom the superintendent is responsible, will the superintendent be able to take a firm stand and refuse to reappoint those who cannot yet meet high standards.

On the other hand, if the school system really develops its teachers, many will, before the end of their probation, reveal unsuspected potentialities and be the making of good schools.

2. Stimulation: The development of teacher potential can be done in a variety of ways: by encouraging educative travel and summer study, by engaging stimulating and informative speakers, and by establishing a small teachers' library with new books and periodicals on education. Stimulus can also come from recognition of accomplishments and new methods or ideas of teachers in the system—this is a constant encouragement toward growth.

Yet none of these means is as basic as is democratic organization itself. On all matters that affect them, the teachers themselves should be encouraged to participate actively in making policies, building and revising curricula, planning programs, selecting text books and supplementary material, choosing equipment and supplies and, yes, helping in the planning of a new building. Every teacher should be in one or more of such planning groups. Committees of delegates are not enough. It is as every teacher feels himself an active participant in the total educational enterprise, with his own specific part to play and an active voice in the matters that most closely concern him, that real growth and high morale develop.

This involves decentralization and time, but in the long run it results in greater efficiency. Except in such matters as statistics, minimum safety requirements, school calendar and salary schedule, uniformity is not what we are looking for. We want to release the potentials of teachers.

3. Release of potential: Schools are not primarily to *instruct*. The fertilizing material must of course be there, but the growing organism must absorb it as its own growth-needs dictate. Just as the release of energy through the combustion of coal, then through the internal combustion of oil, then through electric energy, and in the foreseeable future, through atomic energy—just as these successive modes of releasing energy have increased man's potential a thousand-fold, so the release of the inner powers of man is the key to effective education. We are only beginning to see this; but we know (and can check our knowledge with measurement) that as we help children to enter wholeheartedly into experiences, as we encourage initiative and creativity, previously unsuspected powers emerge and learning and growth inevitably result.

As the potentials of teachers are developed through decentralized democratic planning and action, so are the powers of children released through active cooperative planning, through recognition of what each individual can do by himself and as part of the group. Group cooperation toward the achievement of a common goal is at the foundation of character building.

4. Coordination: Decentralization, democracy, and release of energies and potentials need the coordination of planning and activities. But coordination does not mean imposing a mechanism, it means facilitating interaction and cooperation. The building principal has the most direct responsibility in this matter—he must pro-

vide the time and place for group meetings, plan with the teachers in setting up coordinate groups to attack problems of concern to all members, and develop means for interchanging the results of group thinking and implementing group decisions.

One aspect of coordination is evaluation. Teachers need to know whether the experiences they are giving to their pupils are in fact meeting the children's growth-needs, are in fact helping the children achieve social adjustment, responsibility, and ability to think and work cooperatively with their fellows. It is only as they learn to evaluate that teachers can avoid working in the dark. Planning with them what means will be most enlightening to them, and making these means available, is one of the coordinator's functions.

The teachers are the coordinators in the classroom. The superintendent is the coordinator of principals and supervisors and specialists. The same principles apply from "top" to "bottom" (the quotes indicate that it is only in the limited administrative sense that the superintendent is "above" the classroom teacher). At every level, the coordinating function is not an inhibitive process, but one of helping the elements concerned to achieve their goals more effectively.

5. Facilitation: The providing of facilities for effective teaching is a major function of the superintendent. As teachers, stimulated, released, and through coordinated planning, see needs and make these needs known, it is the superintendent who has the responsibility for meeting these needs. Working with board and community, he sees that money is available for satisfying physical needs—buildings, equipment, supplies and books. He also supplies many of the other needs felt by the teachers—the help of specialists, salaries adequate for decent living, community contacts and coordination of activities. This sort of facilitation is ostensibly the part of the superintendent's function most readily seen and practiced. But unless he is close to the heart of the schools and unless he is performing the four preceding functions effectively, "facilitation" becomes merely a blind imposition on the teachers, and through them, on the children, of what he thinks is good for them. He must satisfy the carefully thought-through and cooperatively arrived at needs *felt* by the teachers themselves.

The larger the school system the harder it is for the superintendent to get into its heart. In even moderately-sized cities of 50,000 to 100,000 he has to delegate many of his functions. Yet if he sees his responsibilities in regard to the functions herein described, he will see that those to whom he delegates their implementation are imbued with these standards and ideals.

Central in his thinking, and highest in his scale of values will always be, not the administrative detail of his office, but the development of each child in the system of schools entrusted to him—the development of each child's potentialities as both an individual and an effective, cooperative and responsible member of a democratic society.

His Role as Classroom Coordinator



The administrator is no longer just a classroom visitor—now his responsibility is to shape the instructional climate

by MARTIN W. ESSEX

SOME OBSERVERS say that the superintendent of schools has no time to concern himself with the day-to-day instruction of children; that he is so harassed with demands on his time that he looks into space when one attempts to engage him in discussion of curricula, instructional materials, growth of children, appraisal, methods and classroom procedures; that he is only a neighbor to what goes on in classrooms.

Don't buy any of it, Pal!

The period between the two World Wars was one of great transition from simple duties and small units of operation. The typical superintendent was serving the important functions of today's principal or supervisor. Now with larger units and the era of specialization the points of emphases in the superintendency are changing radically.

The past decade—indeed, the past three or four years—has been a period of clarity in perspective. Public relations, finance, housing, personnel and community leadership have rapidly taken their proper relationship as satellites to the main show. But the specialist is here to stay. Professional colleagues are rapidly recognizing that principals, helpers and supervisors are destined to aid with the important program of the classroom. These persons are also learning their jobs better, and thereby are being received more graciously by classroom teachers. Today's leading administrators are concerned with classroom instruction just as the top executive in industry is concerned with production.

What more irrefutable fact is needed than the "big blow-up centers" of the past five years? The superintendent was pushing too fast, and definitely in the areas of curriculum and instruction. Classroom teachers, prin-

Dr. Essex is superintendent of schools in Lakewood, Ohio. He and his staff are responsible for developing what is considered to be one of the outstanding school systems in this country.

cipals and other staff members, puzzled and disturbed, came in the back door and pulled the rug out from under the old man.

To categorize the areas of his relationship to instruction risks a fragmentizing of his comprehensive approach. But one quickly sees a change from the classroom visitation and teacher conference of a more leisurely era to an organizational approach toward improving instruction.

Perhaps an analysis of his charts would show a bright focus on personnel, purposes, structure, insulating the classroom from interference, a meticulous attention to channels of communication and instructional climate.

A fervent urgency appears to characterize the administrator's efforts. He feels an unrelenting pressure to improve instruction, to have results attain demands. An unprecedented public interest in education, and some criticism, may have motivated the emphasis.

In addition, and perhaps of equal impact, has been the great change in the quality of recruits and their preparation for teaching. The economically-privileged school system, while still favored, is less frequently able to employ properly prepared and experienced persons. Less privileged districts race with catastrophe to find even a "warm" person for the classroom.

Someone has aptly said, "There has always been a shortage of good teachers; now there is a shortage of all kinds."

The superintendent recognizes that recruitment of personnel is a foremost responsibility. He sees that he must maintain good relationships with colleges and agencies so that he will get a fair share of the meager supply.

Guides personnel to unity of purpose

His role includes anxiety for the best possible orientation of newly employed teachers. He discriminates between the veteran on his staff, who is able to become a helper, and those possessing lesser abilities. He recognizes the need for encouragement, specially prepared materials, the recruit's opportunity to observe the effective classroom, and added time for colleagues to help the new member.

Carefully prepared statements of personnel policies are directed toward attracting and retaining desirable persons and developing the highest possible morale.

Public criticism, personnel problems and conflicting currents are causing him to be more concerned with clarity of philosophy and purposes. Changing conditions and personnel demand a new look. In addition, more unity of purpose may avoid internal conflict and thereby heighten accomplishment.

Like the industrialist, he is also giving attention to the structure of his administrative and supervisory organization. Not only is he bringing in administrative assistants for specialized areas and some of the detail, but he is sharpening the organizational chart and clarifying the statement of working relationships.

As a corollary to clarity of organization, he is recognizing the imperativeness of prompt decisions. By the

hours or days he delays a decision, neglects a reply or puts off an interview with a colleague, he potentially retards improvement of instruction. With many and varied areas of responsibility, he gets the purpose of a conference or interview into immediate focus, and starts linking up the chain of progression. Less and less acceptable is the old trick of the replying memo, asking for more or impossible information, which avoids the issue until all interest is lost. He can no longer be the ultra-humble, Latin scholar type, playing a cat-and-mouse game of indecision.

He must know when and how to say "No"

The superintendent is also a bulwark in halting the continuous attempts to use the schools for pet projects, worthwhile causes that belong elsewhere, and commercial purposes. If the teacher is to be other than a traffic cop waving through special events, the superintendent is the man to rescue her. As the man who says "No," as graciously as he knows how, to these unwarranted usurpations of the time of teachers and pupils, he plays a significant role in the on-going program of instruction. Dependent upon organizational structure and the community, he may spend a fifth to a fourth of his time holding off drives, contests, and requests to release children, some of which come from teachers and special departments. Sometimes his efforts are misunderstood. Here is where open channels of communication may save the day, and his hide.

His structure includes an elected advisory council to assure honest advice so that he won't be "yessed" to death.

Carefully developed report forms of services and progress reports of developments, plus statistical summaries, help him. Regular administrative council meetings, with advanced agenda planning, are not only informative, but constructive. Reports of study committees are a standard feature.

The channels of communication serve him with research data, opinions and facts essential for wise recommendations to the school board. Although he may not know all the answers, it is imperative that he know how to employ consultants and how to begin action research process. The use of action research plus means of exchanging and demonstrating results are central to improvement of instruction.

Like a good teacher he uses the group process

By his interests, the intensity of concern and the glee exhibited in successful classroom operations, he has much to do with shaping the climate of a school system. It is here that he helps determine what is important.

In approaching his responsibilities, he employs the group process, just as the modern classroom teacher utilizes pupil planning. In creating this atmosphere with his professional colleagues, he functions on the assumption of helpfulness, interest and understanding.

To encourage this climate he respects permissiveness

and individuality, and encourages each school to develop its own "soul." He gives attention to immediate details, but he dares not lose sight of continuous and long-range planning. His committees are structured to insure such study, and to maintain a balance of perspective. Various areas of the curriculum are under review and evaluation each year. The planning of teacher guides and instructional materials is "tooled up" for continuous production. In-service professional growth plans are top priority. He makes every effort to get funds for curriculum studies and encourages participation at professional meetings.

All the while, he is concerned with the prevention of tensions that block cooperation. Occasionally, the incapable person must be sidetracked or removed from the scene. This unpleasant and highly emotional responsibility is part of the administrator's role if he provides optimum conditions for instruction.

Sensitivity to teacher needs is more important than any bag of techniques. Opportunities for professional advancement are inherent to good instruction. Availability for friendly counsel helps to build the good spirit. Notes of recognition are heartwarming and bolster the proper atmosphere.

The challenges have produced a changed man

In advancing the American public school—certainly the most phenomenal achievement in the history of civilization—the administrator's eagerness to serve may be his own downfall. In the mid-century, he appears to be learning something from his own experiences and from those of the pioneering "blow-up centers." To start more movements, more committees—vertical, horizontal or otherwise—than his staff can effectively coordinate, will, he knows, bring a sad end. In other words, too many trains on a limited number of tracks is no way to run a railroad. His problem becomes: how many are too many?

These challenges have made him a changed man at the meetings and conventions. He no longer gives hal- lowed respect to the traditional yarn about the super- intendent who studied the printed program "so he would not wander into one of the meetings." Life is earnest, life is real for the old man at the mid-century. He's trying to keep, or get, hep; the sessions on improving instruction, such as those on the 3 R's, are crowded. It is a part of his current concern for the administrator's role in the program of instruction.

The modern administrator, as the actor on all the stages of history, is completely dependent upon the cast. Working *with people* to achieve desirable goals, with full concern for their personal welfare, remains at the base of educational administration. A new era of professionalization emerges, and to it the superintendent gives more and more of his preparation and energy to instruction.

More than formerly, the superintendent initiates modification of instructional practices. Thus he may not carry an easy role, but it is a tremendously interesting one. He is seldom bored!

administrator & instruction

His Preparation

by VAN MILLER

THE PREPARATION of the administrator for his role with respect to instruction should be considered within the framework of three initial assumptions:

1. The primary task of the school is instruction. The school is an educational agency concerned not only with organized instruction but with the educational impact of all that it does. It is concerned with the effect of this impact on the community people and staff members as well as on pupils.

2. The training of school administrators begins with concern for instruction and for leadership in program development. Generally this is a natural result of the administrator's preliminary training as a teacher of a particular grade or subject. In administrative preparation this must be broadened into concern for the total program.

3. The teachers are the specialists in their respective areas. It would be impossible to expect the administrator to know more about each of their fields than they do.

We must also differentiate the nature of the administrator's role from those of the teachers, the community people and the pupils.

His unique role lies in his responsibility for evaluating and goal-setting, for coordinating and integrating, and for facilitating. In his discharge of the first responsibility the school-community has leadership in appraisal and redirection of the program; in the second, the community program is related and unified; and in the third, the operation of the program is made possible.

What is involved in preparation for his role as stimu- lator, in which he provides leadership in evaluation and goal-setting? At least four things are necessary: First, he must have training in community analysis and the process of social change; he must be able to identify both the needs and the possibilities. Second, he must have understanding of human development—the develop-

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The administrator must prepare himself to set the goals of instruction, to coordinate the individual activities, and to facilitate the total operation of the program

for a Three-fold Role

ment of both individuals and groups. Third, he should possess an overview of educational program and organization. Fourth, he needs a knowledge of learning theory. This should be a knowledge of how *individual* learning takes place, how learning takes place in *group* situations, and the effect of instruction upon both.

At the training institutions these learnings are embodied in such foundation fields as psychology, sociology, philosophy and history. The prospective administrator may seek out such a foundation in the respective field of study where he exchanges views with a wide variety of students. He may seek it through a series of corresponding education courses where he encounters only other future teachers. He may seek it in administrative seminars where he encounters only other future administrators. In any event, the theory should be related to real situations through observation and through field experience.

Must know how to be understood

For his coordination-integration responsibility he needs an understanding of communications theory and media. He must understand that the hearer conditions what is heard and that this must be taken into account both in getting heard and in getting understood, whether the school is expressing or receiving communications. He needs an understanding of organization, both formal for operational purposes and informal for morale-building, planning and evaluating.

His lessons for this responsibility must be sought out in such fields as journalism, speech, political science, military organization, labor-industrial relations and social-psychology. They may be pursued in courses in the respective fields, in special education courses or in synthesizing seminars. In connection with such work the prospective administrator needs to be involved in the field in curriculum projects, in public relations ventures and in participatory surveys.

Needs knowledge of matériel, staffing, funding

As a facilitator the administrator needs a knowledge of school matériel, staffing and funding. He must be

able to identify and to help the school utilize community resources: places to be visited, articles which can be loaned to the school, and individuals who can serve as human resources to enrich the school program. His concern with school matériel includes a knowledge of building planning, operation and maintenance, supplies and equipment. His knowledge of staffing must include employment procedures, personnel administration, staff organization and assignment. For facilitating the program through funding he must see the budget as a plan on paper and a serviceable control which assures adequate program.

The administrator likely makes his most tangible contribution to the effectiveness of instruction by his discharge of such responsibilities as planning buildings, purchasing supplies, making equipment available, setting up the budget and appointing and assigning staff members. But his training does not stop short with the knowledge of these areas; rather he must seek to use all of this knowledge to make the budget and the building and the staffing always serve the instructional program. These learnings are frequently embodied in school administration courses but the course material needs supplementation by observation, internship and actual experience on the job.

Must be a coordinator, not a jack-of-all-trades

Because the knowledges required of the administrator in his role as facilitator are not encountered in his early training and experience as classroom teacher they are frequently seen as the special and separate area of school administration. They can become special fields of study. But we do not seek to make the administrator a multi-faced individual who can turn, as occasion requires, the countenance of lawyer, accountant, architect, engineer, financeer or purchasing agent. We rather wish him to be able to use such specialists appropriately and to coordinate their work.

Thus prepared, the administrator can function effectively as an administrative leader who sets the goals, integrates activities, and facilitates the total program's operation toward the improvement of the school's primary task—instruction.



Teachers can inspect new materials and equipment which is housed in the central office library of instruction aids.

administrator & instruction

Services of the Central Office

by CECIL D. HARDESTY
and WILLIAM MANN

AS SCHOOL SYSTEMS grow in number of pupils and a variety of educational services, several things happen. More teachers are employed, some of them teachers in special areas. More grade levels are included in the system, and more buildings and facilities are provided. Functions become more diversified.

Obviously, in such a situation there must be some agency to coordinate the efforts of people having various responsibilities and to furnish leadership which focuses this coordinated effort on continuous improvement of the program. The agency which provides the needed coordination and leadership is the central office. Whether it exists in a large school district or in a county comprising several districts, the central office is a natural outcome of growth and diversification of the system.

Central offices improve educational opportunities for boys and girls either directly, by providing services designed primarily to maintain and improve instruction, or indirectly, by providing administrative services which aid in the efficient operation and organization. Thus, a

Dr. Hardesty is superintendent of schools for San Diego County, California. Mr. Mann is editorial coordinator in the superintendent's office. The service of their county office in supplying instructional materials for its schools was described in the Sept., 1953, *School Executive*, pg. 78.

city district central office staff includes supervisors who visit schools to assist principals in providing help and materials to teachers, while a county superintendent's office has coordinators who visit districts to consult with administrators and teachers on instructional problems. And, since centralized purchasing of supplies and materials is one of the ways of assuring that the community will receive the most education for its tax dollar, a city district purchases for all schools in the system; a county office prepares a standard supply list and advisory service to guide purchasing by districts in the county.

Between these two examples is a wide range of general and special services made possible because of the nature of the central office. By definition, a "central office" exists when there is a staff intermediate between the superintendent of the system and the schools, teachers, pupils and patrons served, and when this staff is of such size and range of competencies that it can be assigned to render adequately all the important services needed by the component schools or districts. Although assignments differ, unity of thought and action among staff members is brought about through selection and staff coordination activities.

Most members of such a staff participate in orientation and in-service education activities for teachers and administrators. Districts conduct in-service programs according to their size and resources, but most of them require varying amounts of assistance from a county office. This is true also in curriculum development.

For all except the autonomous city districts, which

provide for their own services, the county office facilitates inter-district sharing of best practices and develops communication between various groups in the county, such as rural teachers' clubs, elementary and high school faculties, administrators' associations, trustees' associations and guidance and health committees. As in other central office services, the purpose is to develop unity of program without uniformity, to utilize for the benefit of each school or district the total resources of the system, and to bring about effective interaction between groups having different assignments or levels of responsibility.

To assist in these curriculum and in-service programs, the central office, city or county, provides certain plans and materials. Courses of study developed by groups of teachers and central office staff members help teachers achieve agreed-upon objectives of education in the state. Resource materials and units of local significance are also prepared for distribution to teachers needing them. A rich store of instructional materials including books, films, filmstrips, recordings and three-dimensional materials is made available by the central office to help schools and districts provide a variety of learning experiences for children. (In the county situation, both book and audio-visual collections are made possible by county office pooling of district funds so that all districts may draw on a much more comprehensive collection of materials than any single district would be able to provide with its own resources.) For teacher and administrator professional growth there is a central office curriculum laboratory containing sample courses of study, resource materials, and professional literature representing educational thinking and practice in all parts of the state and nation.

Central office furnishes materials and services

Materials and services which result in better learning experiences are best developed cooperatively by all persons working in the educational program. Therefore the staff of a central office not only makes resources available, it also furnishes the leadership that helps groups develop more and better resources and increased skills in using them.

General and special supervisors assist faculties, teacher-administrator curriculum committees, and special area study groups to select projects which are meaningful and important, which need to be done currently, and which, when completed, will add to over-all progress in the system. They help school personnel to form organizations through which they can work on common problems and through which successful solutions can be transmitted to all schools or districts. They initiate special studies to advance certain aspects of the program, as in education for the gifted child. Working with representative teachers and administrators, they find what children belong in this category, how they may be identified, what successful activities are being carried on for them, and how appropriate experiences may be provided. Or pilot projects may be conducted, such as

mobile shops for industrial arts education in rural schools.

The central office helps develop the communication and interaction which releases the productive energies of teachers and administrators. Working groups are helped to find more effective ways of discussing, planning, using outside consultants, making action decisions, putting plans to work and evaluating results. Staff members stimulate the emergence of leadership from within the groups, and see that recognition is given for work done. In such ways the central office seeks to heighten morale of people working at every level in the system.

Staff members also participate in community organizations whose work affects the welfare of school children. When requested, they lead discussions, act as resource persons, or bring helpful materials from the central office. They encourage these organizations to work with the schools and to develop inter-agency cooperation.

Library for easy access to books and equipment

The work of a central office staff in improving instruction is aided by the presence of a well-equipped central office facility. This structure usually houses the school library and professional book collections and the audio-visual depository. It contains conference and workshop rooms and staff members' offices. Teachers and administrators make individual visits to this resource center, and groups hold regular and special meetings there. Such a center not only gives teachers ready access to materials and equipment they need, it is also a place where they find sympathetic and skilled persons of the central office staff who are ready to help with specific problems.

Most superintendents today are harassed by problems of finance, management and community relations. They must give priority to these, even though they would like to give major attention to the instructional program. It is therefore desirable that there be persons in the school system who, relieved of assignment for administrative detail, can devote all their creative energies to assisting teachers improve instructional practices. Such persons include school principals and those central office staff members assigned to a curricular services division.

But this assignment is possible only if some persons are assigned to the support and management phases of the program. For this reason part of the central office staff provides business services to schools and districts in accounting, auditing, purchasing, school construction, school financing and preparing of official reports and applications. Other administrative services include help in recruitment and credentialing of teachers, legal advice, advisory services to school trustees, and assistance in developing community understanding and support of the school program.

The effect of such services is to make school operations more efficient and economical, to help expand programs to meet future needs and, above all, to free more persons for the most important task—improving the learning experiences of boys and girls.



**They hold the purse strings, elect
the board and write the laws—
their role should not be overlooked**

The Citizens' Role (and Control)

by EDWIN A. JUCKETT

OUR SYSTEM of public instruction is as American as a serving of apple pie and cheese. And the roots of the public school go as deeply into American tradition as do the roots of the apple tree into good orchard soil.

The current interest in schools, therefore, is not at all new. Certain of the Founding Fathers were sure that their new venture in democracy could not succeed without an accompanying public school system. And throughout the land, during the last years of the eighteenth and early years of the nineteenth centuries, groups of citizens met in community after community across the land to write such items as this in their school record books:

"Voted, to keep a school three months this winter."

Times changed with the growth of cities, the expansion of industry and the flourishing of technology. And the schools tried hard to keep up with the country's rapid development.

The citizen's role in the development and maintenance of schools is emphasized by the following facts:

Mr. Juckett is supervising principal for the Hyde Park, New York, Central School District. Having worked with numerous community organizations, he has observed the attitudes of responsibility of many citizens.

1. He holds the purse strings because he levies the taxes and pays the bills.
2. His legislature decrees the required courses of the curriculum, the qualifications of teachers and the attendance laws.
3. On the local scene his board of education establishes the policies.
4. *Ad infinitum*, teachers and other school workers are public servants.

There seems, therefore, to be little question about the citizen's role in instruction—in the last analysis he has complete control of the situation.

The citizen has recognized his great responsibility. He has recognized that our democracy, our technology, our very way of life cannot exist without an educated citizenry. And some visionary citizens, recognizing that the general public was not moving fast enough to satisfy twentieth-century demands, have taken to what might be called "extracurricular" or at least "extra" methods to achieve the desired ends more hurriedly.

The most recent upsurge of interest in public school instruction has come with the formation of the National Citizens Commission for Public Schools. Its chairman, Roy Larsen, sees in this and other groups interested in public schools, "A vast potential for school improvement." It is extending into the area of instruction as well as into the more easily observed "mortar-and-brick" accomplishments.

They chose instruction 3 to 1

This interest in instruction was emphatically demonstrated at a recent meeting of the New York State Citizens Committee where participants were offered the choice of attending one of three workshops: community relationships, new school facilities, or educational program. The meeting dealing with educational program drew three times as many citizens as did the other two combined!

This interest may reflect not only the enthusiasm for doing something about instruction but also the higher strata of educational training now enjoyed by the schools' present parent-partners.

Perhaps protocol has not been observed in mentioning citizens' committee work ahead of the PTA which has been in existence for a far longer time. PTA work throughout the land has been promoted on the basis of a fine educational philosophy. If there are places where the professed philosophy has not been followed, there may also be examples of schools with fine-sounding philosophies and a different shade of practices.

A PTA meeting dealing with instructional practices is recalled. A panel of parents and teachers was discussing teaching methods, and a parent member made this statement:

"Unit plan assignments are of greater value to the

junior high children than their content alone because they require long-range planning and sustained effort. They help children accept responsibility and they contribute to a step in growing up much needed by young people."

This statement not only showed genuine and intelligent interest in instruction, but also carried a great deal of weight in the discussion with a group of parents. It showed the extra service being given to the boys and girls of that community.

And there are other citizen influences in the twentieth century. Although the Town Meeting and School Meeting are not attended by large masses of people, each school community has many "communities of interest": friendship circles, cliques, bridge clubs, service clubs, etc. These groups discuss school issues, and many of their members exert great influence on public opinion. There is thus a great need for continuous two-way communication between the schools and the citizens who make up these various groups, as the following incident illustrates.

A school superintendent was telling a group of local citizens that he hoped the two-way lines were open and functioning, when an intelligent "partner" gave him this "compliment": "I was brought up in another community in which it seemed to me that the people were always pushing the school to get things done. Here, though, the school is always leading and the community is trying to catch up." Though this was well intentioned, the remark had the connotation of a danger signal to the superintendent. Fortunately, however, citizens were partners rather than patrons in that locality. And an honest attempt was made to hold open those two-way lines of communication.

The little heroes who influence instruction

Many individual citizens exert great influence on instruction. These people are the workaday heroes in local districts: the one who gave the speech that put across the controversial budget item, the one who served diligently as a home-room mother, the program chairman, the committee member. And other influential citizens, those who have recognized public education as a fertile field for their philanthropy, come to mind as one thinks of the Kellogg and Ford Foundations.

Then where does the professional educator fit? He sees his role as that of trustee, not owner. He knows that his role is for leadership and not dictatorship. He knows that it takes time, even when the citizens are partners and the two-way lines of communication are open, to arrive at long-lasting, logical decisions in the school community.

Professional leadership? Yes. But no conflict with the American tradition that the public school is public in both theory and practice.



The Role of the

THE PRINCIPAL'S role in the instructional program is conditioned by the meaning of the word "instruction." If one thinks of instruction as the one-way process by which teachers impart knowledge to children, one assumes that a child's mind is always open and that the teacher needs to "pour" more and more content into that mind. It follows that the quality of instruction is dependent upon the degree to which teaching methods facilitate this transfer of knowledge.

More acceptable, however, is the broader view of instruction which says, in effect, that quality of instruction is measured in terms of *changes* in pupil behavior. Brought about as the child interacts with his school environment, these changes in behavior are evidenced in his attitudes, interests, skills and knowledge. Fundamentally, this concept implies that teachers do not "instruct," but rather that children learn; they learn from a multitude of circumstances, activities, opportunities, and people—especially their peers.

To illustrate: a teacher evaluates his arithmetic activities not so much in terms of what children are doing in arithmetic tests, but in light of what arithmetic, as one of many learning opportunities in school, is doing for children. Top scores in arithmetic tests are there-

**His focus is on the children:
how they learn and why they
sometimes don't. It's his
job to assure for them the
opportunity to succeed**

by GEORGE E. RAAB

Dr. Raab is principal of the new Heathcote Elementary School in Scarsdale, New York. He was previously principal of the Illman-Carter demonstration school at the University of Pennsylvania.

Building Principal

fore not so important as an understanding of the application of arithmetic in daily living.

Predicated upon *this* concept of instruction, the principal's role comes into focus.

He creates a healthy working atmosphere

First, and foremost, the principal plays an important part in the selection of teachers appropriate for his school. He chooses men and women who are happy, secure people. He wants teachers who have an elementary school viewpoint and whose philosophy of education is compatible with that of the school's. He finds teachers with a never-ending faculty for self-improvement, and then sees to it that they are given every opportunity to succeed. He tries to create a working atmosphere of friendliness, mutual respect and confidence—one in which each teacher can attain maximum self-realization.

Opportunities are made available for teachers to continue to grow in service. Teachers are assured easy access to literature and up-to-date information on elementary school curriculum, child growth and child psychology. Staff meetings are geared to problems closest to teachers. Curriculum development studies are carried on continuously in cooperation with the entire staff. Time is set aside during the school day when teachers and principal can meet together to work on problems affecting the school life of boys and girls—and sometimes this time is found only by cancelling classes on one or two afternoons a month. In this manner teachers can give fresh thought to important school problems. Far too often meetings, conferences, and faculty discussions are held after a full school day that has sapped the mental and physical energies of teachers!

The principal takes every measure to equip himself with an up-to-date knowledge of child development and the laws of learning. He knows children, their interests, frustrations and aspirations. More specifically, he knows and believes in the children in his school. This is basic if he is to be of maximum service to his teachers and their pupils. For thus equipped he encourages teachers to come to him freely with their problems; he sym-

pathizes, he understands, and consequently he is of some assistance. In the final analysis, the principal exists in a school to serve children—though this influence, in many instances, is realized indirectly through teachers and through parents.

To be most effective in serving children, the principal, by direct contact with the classroom and with pupils, observes and absorbs the value and importance of the school's learning activities. His awareness of what is happening is further enhanced by assuming periodic teaching responsibilities. The principal who spends all of his time behind a desk in his office cannot possibly be taking his rightful share of responsibility for the welfare of these children, nor can he even be aware of what is happening to the boys and girls in his school.

Encourages pupil and parent participation

Lastly, the principal involves the appropriate personnel in planning for and developing the school organization and program—the teachers, pupils and parents. More and more frequently, parents are called on to participate in curriculum studies, to help dispense books in libraries, and to take part in other functions related to the child's school experiences. To a large degree, pupils are playing an important part in the selection of library books, in planning a unit, in evaluating their own work, in reporting to parents—in short, in their own education. Such pupil participation does not happen by accident. It is a real living part of the school's philosophy, and this philosophy is encouraged by the principal and acted upon by teachers.

Regardless of the scope of the principal's role, this creed is basic to his success and the success of the school. He must know what is childlike and what is good for children; he must accept children where they are and for what they are. He must do his part to assure children the opportunities to succeed. He must have a positive faith in his colleagues, in his pupils and in their parents. Friendliness, fairness and cooperation must permeate his every relationship with people. His spirit must light the way!

SPOTLIGHT

news of the educational field

Speaker, Resolution, Panel Plans Completed As Administrators Head for Convention

WASHINGTON, D. C.—As administrators all over the country prepare for the annual Atlantic City convention of the American Association of School Administrators, meeting chairmen and assistants are putting the finishing touches on plans for February 13 through 18.

Leaders in education, industry, labor and government have accepted invitations to address general convention sessions, at which AASA President Lawrence G. Derthick will preside. Some of these speakers, and their subjects include:

- Samuel M. Brownell, United States Commissioner of Education; William A. Early, president, National Education Association, and superintendent of schools, Chatham County and Savannah, Ga., and Charles S. Stock, president, NEA Associated Exhibitors—convention greetings.
- Charles R. Sligh, Jr., president, National Association of Manufacturers and Lawrence A. Kimpton, chancellor, University of Chicago—the romance of research in industry and education, respectively.
- David D. Beck, general president, International Brotherhood of Teamsters and Herman W. Stein-kraus, president and board chairman, Bridgeport, Conn., Brass Company and past president, US Chamber of Commerce—the role of education as labor and business see it, respectively.
- Eric Sevareid, chief Washington

correspondent, Columbia Broadcasting System—“The Shape of Things to Come.”

- Myrna Loy, member, US National Commission for UNESCO and motion picture star—topic not yet released.
- Herold C. Hunt, Eliot professor of education, Harvard University—“Partners With Youth.”
- Hugh B. Masters, education director, W. K. Kellogg Foundation—superintendency of schools.
- Benjamin C. Willis, general schools superintendent, Chicago and chairman, AASA’s yearbook commission producing *Educating for American Citizenship*—current issues in citizenship education.

Resolutions—

The Resolutions Committee, under the chairmanship of W. Ray McIntosh, superintendent of schools, Rockford, Ill., will present statements on basic issues and school administration problems to AASA members at the convention, who decide by vote on group policy.

Administrators may present sug-

bulletin!

WASHINGTON, D. C.—Henry L. Willett, superintendent of schools, Richmond, Va., has been voted president-elect in a mail ballot of AASA members.

Mr. Willett, who has served as chairman of the Virginia Governor’s Commission on Distribution of



Derthick



Willett

School Funds, has been vice-president of the Virginia Educational Association and president of the State Principals Association.

Lawrence G. Derthick, Chattanooga, Tenn., is 1953-1954 AASA president. Jordan L. Larson, Mount Vernon, N. Y., current president-elect, will succeed Mr. Derthick March 15.

gested resolutions by 10:30 a. m. Monday, February 15.

Panels—

Well over 70 topics have been scheduled for discussion by small groups of superintendents interested in particular educational aspects.

Clinics for unanswered questions



Sligh



Disney



Sevareid



Hunt



Kimpton



Willis

have been scheduled for Thursday morning, February 18. These will offer panels of experts to answer questions from the audience.

Some of these clinic topics include "School Finance and Legislation," "Personnel Problems of the Superintendent," "Ways in Which the Superintendent Can Improve Instruction" and "The Schools in the Cross-fire of a Changing World."

Awards—

Several awards will be made at the general sessions of the convention. These include plaques and scrolls presented on Saturday, February 13, to winners of THE SCHOOL EXECUTIVE's third annual Competition for Better School Design.

NEA Associated Exhibitors will honor animated cartoonist Dalt Disney with the 1954 American Education Award for his contributions.

Eugene Thomas Maleska, Wellesley Hills, Mass. and J. Phillips Reynolds, Brushton, N. Y., will receive the second annual award of \$1,000 each under the S. D. Shankland Memorial Scholarships for Graduate Study in School Administration.

Entertainment—

The exhibitors' program of musical entertainment features Howard Barlow and the Firestone Orchestra; Alec Templeton, pianist, composer and humorist; John Sebastian, harmonica virtuoso and Dorothy Waren-skjold, lyric soprano.

A fashion show has been scheduled for the women in town on Sunday, February 14. The door prize winner will receive a complete wardrobe.

Exhibits—

The annual architectural exhibit of school buildings, submitted by architects of public, private and parochial schools, will again be presented.

Other exhibits include the 1954 commercial showing of new educational tools, live demonstrations of educational telecasting by the Joint Committee on Educational Television and a display of latest developments in the Cooperative Program in Educational Administration.



John L. Bracken, (l.) superintendent of schools, Clayton, Mo. presents plaque to J. C. Rogers, Jr., (r.) superintendent of schools, West Columbia, Texas, who accepted top SCHOOL EXECUTIVE competition award for Donald Barthelme, Houston, architect of West Columbia Elementary School. Onlookers are (l. to r.) Dr. Walter D. Cocking, editor, THE SCHOOL EXECUTIVE and John Lyon Reid, architect, San Francisco.

School Executive Design Contest Winners To Receive Awards at Atlantic City

NEW YORK—The winners of THE SCHOOL EXECUTIVE's third annual Competition for Better School Design have been selected by the panel of five judges from 184 entries sub-



Ralph Burkhardt holds the plaque he won in the 1952 SCHOOL EXECUTIVE Competition for Better School Design.

mitted by architects whose school buildings were constructed in whole or part during 1953.

Bronze plaques will be awarded each of the five architectural firms winning top awards at the AASA convention, at 4:00 p.m. Saturday, February 13 in Convention Hall, Atlantic City. Other winners, whose entries represent merit in design, will receive



AASA convention visitors view last year's exhibit of THE SCHOOL EXECUTIVE'S better school design competition.

scrolls for honorable mention or special feature citations.

Judging took place January 18 and 19 at THE SCHOOL EXECUTIVE's offices here. The jury panel included three of last year's top winners: Chairman Lawrence B. Perkins, Perkins and Will, Chicago; Donald Barthelme, Donald Barthelme and Associates, Houston and J. Stanley Sharp, Ketchum, Ginn and Sharp, New York. Other judges were Wilfred F. Clapp, assistant superintendent, Department of Public Instruction, State Department of Education, Lansing, Mich. and Superintendent John S. Cartwright, school district of the City of Allentown, Pa.

SPOTLIGHT

(Continued from page 91)

Kenneth Gibbons, Gibbons and Heidtmann, architects, New York, is competition adviser.

The Committee on Competitions of the American Institute of Architects has approved the competition, and the appointment of Mr. Gibbons.



Frank C. Moore, chairman, New York State Commission on School Buildings, discusses an aspect of CPEA-MAR's work with Paul A. Mort of Teachers College.

Past Accomplishments, Future Tasks Keynote CPEA-MAR Interim Symposium

NEW YORK—Faith in the work of the past three years, and hope for future accomplishments, keynoted the mid-November symposium of the Middle Atlantic Region, Cooperative Program in Educational Administration, meeting at Teachers College here, late last year.

Frank C. Moore, former New York state lieutenant-governor, and chairman, New York State Commission on School Buildings, declared the symposium method of assessing the group's work "a very intelligent approach."

Dr. Hugh Masters, director of education for W. K. Kellogg Founda-

tion, which finances CPEA, called the "discussion process . . . something rather significant for education in this country."

Under Mr. Moore's chairmanship, leaders in MAR projects and/or administration reported on pre-assigned areas of specialization. Key extracts from their appraisals follow:

• *State Departments and Certification*—More CPEA work needs to be done in state departments of education "in the areas of certification, recruitment, research and clarification of state as opposed to local functions."—Finis E. Engleman, Connecticut commissioner of education.

tion; Frederick M. Raubinger, New Jersey commissioner of education.

• *Administrators' Associations*— "CPEA has helped spread the idea in small districts that by a modest contribution to a central pool they can participate in and receive the benefits of research which by themselves they cannot afford"—Arthur Stetson, superintendent of schools, West Chester, Pa.

• *Non-professional agencies*—The reporter marked the advances made through intervisitation, school board instituted, study councils, etc.; but recommended strongly that CPEA-MAR improve its methods of "communications", use lay language, beware of "too many alphabet organizations" and attempt to work more directly with non-professionals.—Everett R. Dyer, executive secretary, New York State School Boards Association.

• *Changing Superintendency Concepts*—There is "a change in the spirit and methods of disparaging duties" on the part of superintendents, marked by more understanding between administrators and laymen.—Lawrence G. Derthick, president, American Association of School Administrators.

• *County Superintendency*—While there have been marked improvements in this sector owing to CPEA, "it is strongly recommended that consideration be given" to clarifying "an administrative philosophy of education."—Joseph J. Straight, superintendent of schools, Marion County, W. Va.

• *Recruitment and Selection*—"The problem of recruitment which requires most intensive examination during the remaining years of this project is that of finding ways and means of recruiting only top-level talents, without having to train an appreciable number of middle level men and women as well."—Robert K. Merton, professor of sociology, Columbia University.

• *Pre-Service Training*—Among other key tasks lying ahead for schools of education, an important one is further investigation of "the

(Continued on page 96)



Daniel R. Davies, CPEA-MAR coordinator, explains program purposes to administrators, educators at recent MAR assessment symposium. L. to r.: Hugh Masters, education director, Kellogg Foundation; Paul R. Mort, professor of education, Teachers College; J. A. Ramseyer, CPEA director, Ohio State University. See story above.

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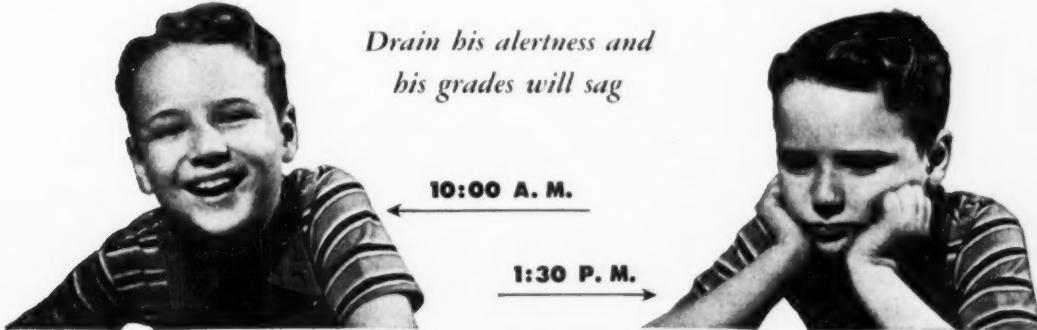
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SPOTLIGHT

(Continued from page 92)
feasibility of cooperation leading to the sharing of specialists and unique resources, and a shared responsibility for the programs of graduate students who would like to gain professional training in more than one university."—Robert S. Fisk, dean, School of Education, University of Buffalo.

● **Continued Professional Development**—A necessary task to improve professional development is the "need to motivate school executives to continue their on-the-job professional growth."—Lindley Stiles, dean, School of Education, University of Virginia.

● **Internships**—Recommended is "a handbook for interns . . . (and) for administrator-sponsors" to clarify various aspects and aid in organizing

successful internship programs.—John H. Fischer, superintendent of schools, Baltimore.

News Notes

February seems to be "national meeting month" for educational organizations. . . . Besides the American Association of School Administrators, over 35 groups have scheduled conferences or conventions for this month. See *Conference Calendar* on page 122 of this issue for a listing of key groups. . . . In addition to these, following are some of the groups meeting in Atlantic City: American Educational Research Association, NEA Department of Classroom Teachers, National

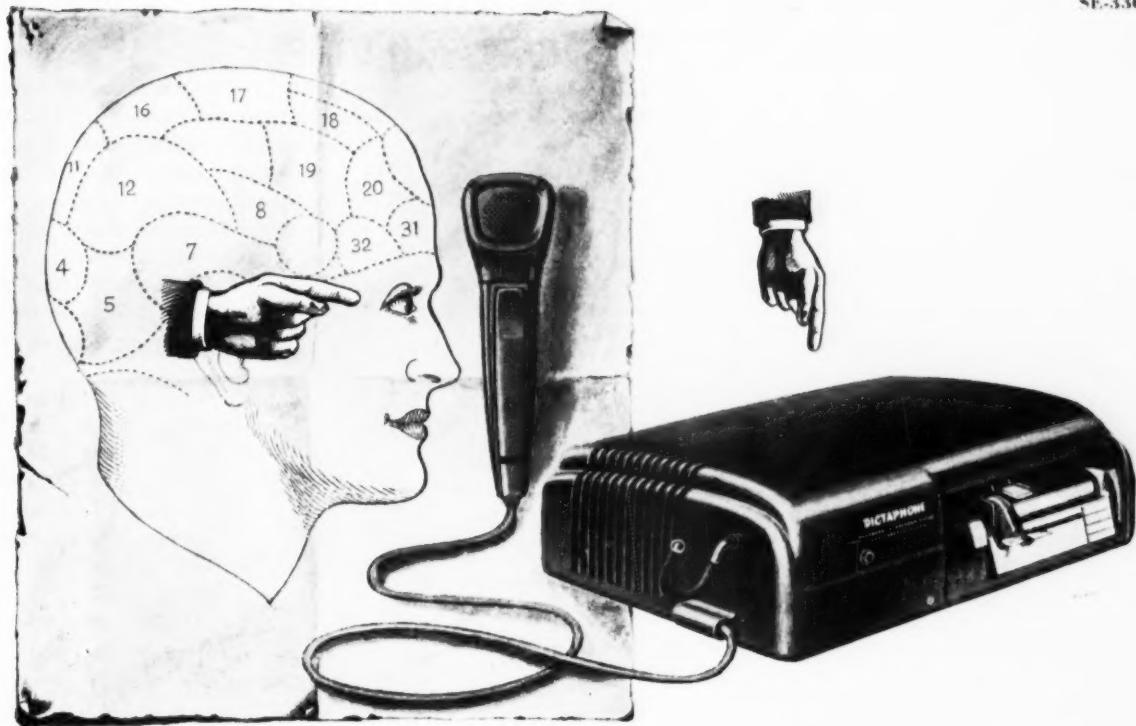
Council of Chief State School Officers, Association for Childhood Education International, National Association for Nursery Education, National Society for the Study of Education, National Society of College Teachers of Education and National Instructional Teacher Placement Association. . . . Other organizations meeting at this time include: National Conference of Professors of Educational Administration, National Citizens Commission for the Public Schools, National Conference on Research in English, Future Teachers of America, American Association for Gifted Children, National Council on Measurements Used in Education, National Advisory Committee on the Education of Negroes, Educational Press Association of America, International Council for the Improvement of Reading Instruction and National Council on Teacher Retirement. . . . Also meeting are: Business-Industry Section of the National Science Teachers Association, National League of Teachers Association, National Council for Educational Travel, National Council of Administrative Women in Education, National Council of Research in Science Teaching, NEA Department of Audio-Visual Instruction, Department of Religion and Public Education of the National Council of Churches of Christ in America, Citizenship Education Project and National Aviation Education Council.

SE-471

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A more detailed run-down on some of the meetings of interest to administrators follows. . . . Speakers at the 38th annual convention of the National Association of Secondary-School Principals, February 20-24, in Milwaukee, include Samuel M. Brownell, US commissioner of education; General James H. Doolittle, now with Shell Oil Company, New York; NEA president William A. Early; William J. Grede, former president, National Association of Manufacturers, Milwaukee; Thomas H. Briggs, emeritus professor of education, Teachers College, Columbia University; N. G. Fawcett, superintendent of schools, Columbus, Ohio and leaders in psychiatry and medi-



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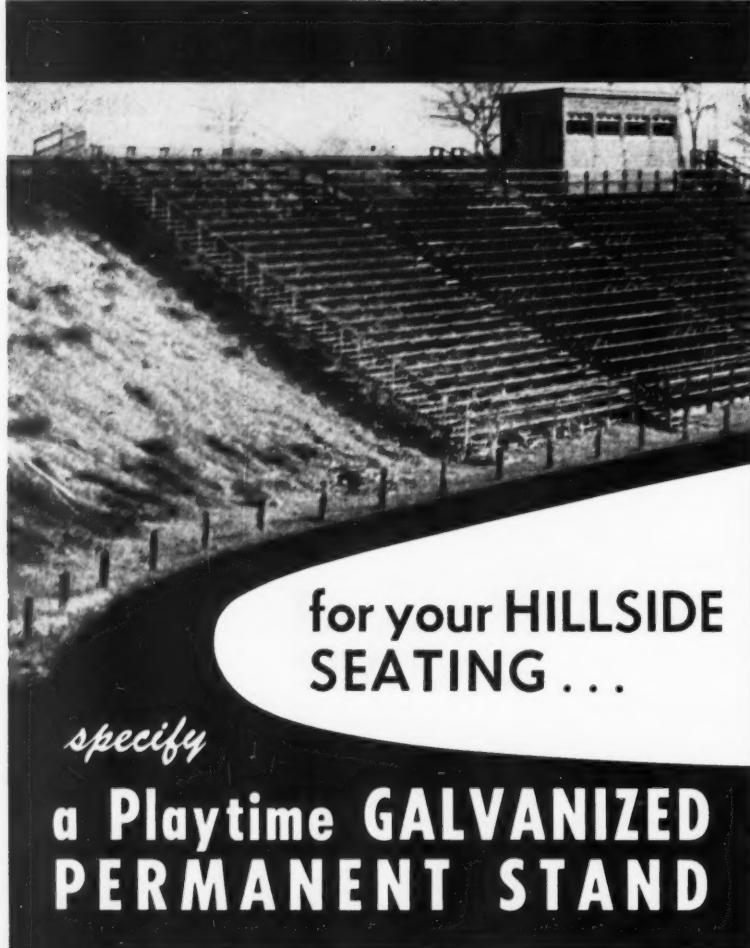
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cine. . . . "The Child and The Curriculum" is the theme of the second annual winter meeting of the Department of Elementary School Principals, meeting February 11-13; Laura Zirbes, emeritus professor of education, Ohio State University, will speak at the first session. . . . The Department of Rural Education has scheduled "Developing Community Schools" as the program theme for its annual meeting February 15-17. Luncheon speaker A. John Holden, Jr., state education commissioner, Montpelier, Vt., will speak on "Conserving Values in Rural Community Life" . . . The cerebral palsied child will be discussed by the International Council for Exceptional Children February 17. Speakers include Marguerite Abbot, executive secretary, coordinating Council on Cerebral Palsy and Joseph Daly, New York City school principal. . . . Oveta Culp Hobby, US secretary of health, education and welfare, will address the annual banquet of the National School Boards Association, meeting February 11-13. Conference theme is "Our Schools—America's Biggest Business."

February is also the month of birthdays. Besides the usual observances of George Washington's (22nd) and Abraham Lincoln's (12th) birthdays, many schools will take note of February 15, on which



date Susan B. Anthony was born in 1820.

. . . In planning classroom observances of Miss Anthony's work or a history lesson

about the women's rights movement, one might find NEA Personal Growth Leaflet 88 a handy tool. Entitled *Susan B. Anthony, Apostle of Freedom*, the leaflet describes her work which not only aided in the eventual passage of the Nineteenth Amendment in 1920 (granting women the

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right to vote), but helped woman secure more "equal and identical educational advantages side-by-side with her brother man". . . . Copies are available for two cents each in lots of 25, through the National Education Association, 1201 Sixteenth St., N. W., Washington 6, D. C. . . . Authors are Mildred Sandison Fenner, managing editor, *Journal* of the NEA and Eleanor C. Fishburn of the American Red Cross.

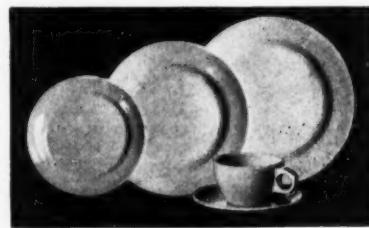
Brotherhood Week occurs February 21-23 this year. Sponsored by the National Conference of Christians and Jews, the slogan for the Week is "Brotherhood—Let's Get Together for Peace and Freedom! Believe it! Live it! Support it!" . . . Two pamphlets published by NCCJ are particularly helpful for schools. One, *How Does Your School Score?* is "a checklist of your school's intergroup relations in curriculum, teaching, administration and community service." The second, *Brotherhood Week in Schools and Colleges*, presents observance suggestions. . . . Both are available through your local NCCJ office, or through National Headquarters, 331 Fourth Avenue, New York 16.

The US Office of Education has allocated an additional \$3.7 million in federal funds to aid school construction programs in "Federally affected" defense areas, it was announced recently by Commissioner of Education Samuel M. Brownell. . . . Under Public Law 246, Congress appropriated \$70 million for school building, to be administered by the Office of Education. The total amount allocated to date by the Office is over \$7 million. . . . The recent fund reservation will affect fourteen local school districts in eight states and Alaska.

President Eisenhower's recommendations on education in his State of the Union message received the hearty support of William G. Carr, NEA executive secretary. . . .

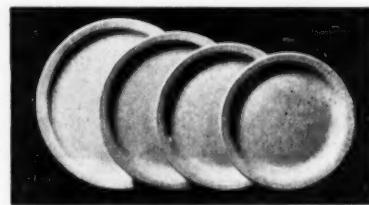
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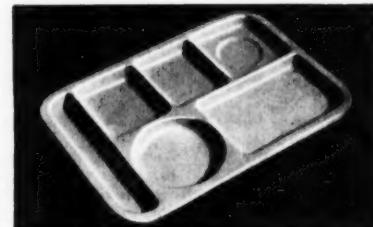
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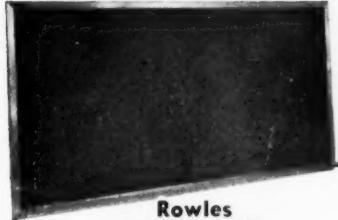
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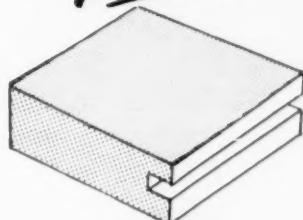
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SPOTLIGHT

"State and national conferences on education, as proposed by the President, should help to reveal the scope and gravity of the nation's educational crisis and give effect to the public demand that this serious problem be attacked," Dr. Carr declared. He further recommended that the conferences include representatives of professional, governmental and major public organizations. . . . "I shall recommend that our 43 affiliated state education associations cooperate heartily with the President's request for such conferences and that the National Education Association stand ready to help at the national level," Dr. Carr continued. . . . The NEA head urged passage by Congress of legislation introduced last year by Sen. John Sherman Cooper (Rep.-Ky.) which "would give effect to the President's recommendation that the Federal government assist states which cannot pro-

vide sufficient school buildings". . . . Dr. Carr also asked for "parallel legislation to reduce the shortage of teachers," and gave NEA support to "the President in his call for continued firm support of the United Nations, for statehood for Hawaii and for lowering the voting age to 18."

Forty-five school board members and superintendents from Westchester, Nassau, Suffolk, Rockland and Putnam counties believe that state aid to their local school systems must be increased by one-third to make up for rising costs since 1948, and help keep educational standards from falling. . . . The recommendation was made at a recent meeting at Teachers College, Columbia University, arranged by Dr. Paul R. Mort, professor of Educational Administration at the college. . . . This area spends more for schools than the average throughout the country. . . . Meanwhile, New York's Mayor Robert F. Wagner, Jr.,

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After careful study, Kenosha's Mary D. Bradford High School chose IBM Electrics to equip an entire classroom.

In the first-year typing classes, 12 of the 13 students writing 60 words a minute or more were using IBM's. And in the advanced typing classes the median jumped to an A+ rating.

Students typed with fewer errors, showed greater enthusiasm for their work and were eager to spend more time typing.

Wouldn't IBM's be good for your school, too?



Electric Typewriters

INTERNATIONAL BUSINESS MACHINES

February, 1954



"The
Teaching Typewriter"

IBM, Dept. SE-1
390 Madison Avenue, New York 22, N.Y.

Please send booklet, "Electric Typewriters in Education" and latest classroom results.

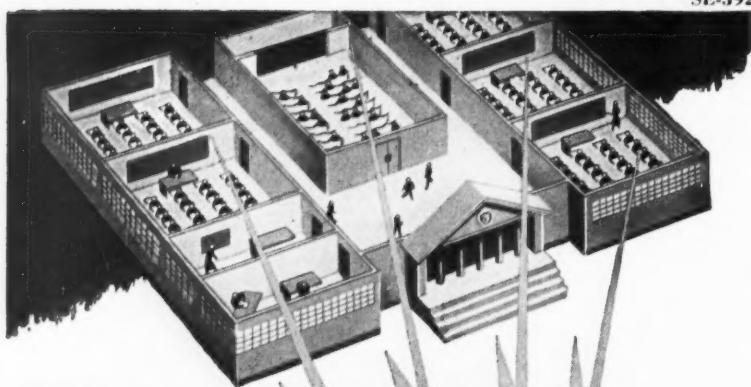
We'd like to see your free, color sound movie, "Electric Typing Time" on _____ (date)

Name _____

School _____

Address _____

City _____ State _____



Educators hail new simplified school intercom!



More Efficient—Costs 50% Less than Complex Sound Systems!

Executone gives you instant voice-to-voice contact with every part of the school

Easier, more efficient administration can be achieved with this modern *low cost* intercom system. Executone meets all essential communication needs of every school!

Just push a button—for instant two-way contact with every classroom . . . to quickly locate roving personnel . . . to make announcements.

Teacher's privacy protected—Principals can study teaching methods via Executone. An optional indicator lamp signals when the "line" to a class is open. Calls to principal's office are signalled by chime and light.

Emergencies—During fire, or air raid

drills, Executone prevents confusion . . . quickly locates nurse or doctor . . . safeguards life and property.

Easily installed in existing and proposed schools. Large or small schools can expand their Executone with record turntables, radio tuners and public address speakers.

A time clock can be used in conjunction with Executone to automatically signal class periods.

A.A.S.A. Convention

See, hear, try Executone's NEW School System at Atlantic City, February 13-18!

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415 Lexington Ave., New York 17	
Without obligation please send:	
<input type="checkbox"/> Free descriptive literature.	
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Executone
SCHOOL INTERCOM SYSTEMS

Send for complete details.
Mail coupon today!

SPOTLIGHT

has asked Governor Dewey to increase the state's financial aid to the city.

A grant of \$2.1 million has been awarded the University of Georgia by the W. K. Kellogg Foundation for the establishment of a center for adult education. Matched by \$1.6 million from the state of Georgia and \$300 thousand from the University Board of Regents, the money will set up a Center of Continuing Education on the university campus. . . . The center will contain "an educational television station, an educational film production laboratory and physical facilities for courses, conferences, institutes and seminars in all fields of educational advancement," reports the Georgia Education Journal, December, 1953.

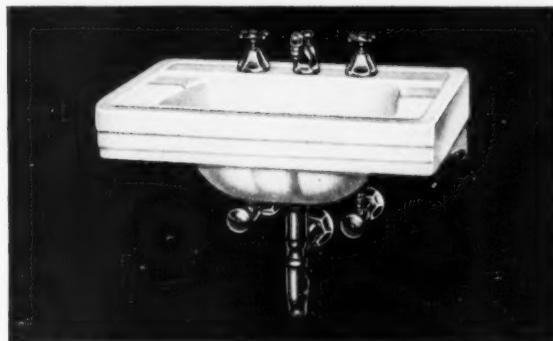
As the nation awaited the Supreme Court's decision on the constitutionality of segregation in the public schools, Walter White, executive secretary of the National Association for the Advancement of the Colored People, warned that "racketeers" in education might develop should the South abolish public school systems. . . . South Carolina, Georgia and Mississippi have made preparations to replace their public schools with private systems if the court rules against segregation in public institutions. Mr. White declared that if state subsidies for individual students took the place of the present public system, "unconscionable quacks and racketeers would move in setting up their own debased standards". . . . "The state would be helpless to regulate these private schools or to establish any standards to protect the state's investment and the school children," he continued.

A recent survey by the NEA's Research Division reveals that the problem of adequately housing and teaching almost 29 million students in the nation's schools will not be

New-design American-Standard lavatories ideal for installation in all types of schools

■ New-design American-Standard lavatories offer greater beauty, convenience and ease of maintenance for school toilet rooms. They are being widely acclaimed as the best-looking fixtures ever made. New bowl design makes the lavatories unusually convenient to use. And smooth styling makes them easy to clean, cuts maintenance time.

In addition to the three lavatories shown, American-Standard offers a wide variety of plumbing fixtures suitable for all types of schools, from kindergartens to colleges. For more information on them, see your architect or your plumbing contractor. **American Radiator & Standard Sanitary Corp.**, P. O. Box 1226, Pittsburgh 30, Pa.



OFF-THE-FLOOR New Buena lavatory is especially suitable for elementary school use because it can be installed at any height most convenient for the children. The Buena is made of genuine vitreous china in a variety of colors. Fittings are non-tarnishing Chromard.



BOTH THE BOWL AND GRACEFUL LEG of the New Hibben lavatory are made of genuine vitreous china that retains its smart good looks indefinitely. A variety of combinations of smooth-working, long-lasting fittings is available for each of the lavatories shown.



THIS ILLUSTRATION shows the new-design bowl of American-Standard lavatories. It is wide at the front to allow plenty of space for washing, yet tapers to the rear to leave room for large, cast-in soap dishes. Overflow is concealed in the front of the fixture to preserve unbroken smoothness of design.

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Serving home and industry

AMERICAN-STANDARD • AMERICAN BLOWER • CHURCH SEATS & WALL TILE • DETROIT CONTROLS • KEWANEE BOILERS • ROSS EXCHANGERS • SUNBEAM AIR CONDITIONERS

When storms knock out electric power...



Protects students and property. Maintains normal operation.

Electric power outages can make your school unusable, even unsafe . . . without lights, heat, ventilation or even water if you have your own system. Damage from frozen plumbing may be considerable.

These losses and dangers can be eliminated with an Onan Standby Electric Plant. When power is interrupted the plant starts automatically and supplies all the electricity necessary for as long as the emergency exists.

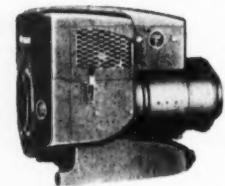
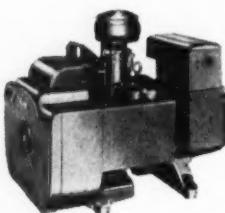
An Onan Standby Electric Plant requires very little maintenance or attention yet it is always ready to take over the power load, keeping your school plant operating normally. Many models: 1,000 to 50,000 watts A.C., gasoline-engine-powered.

Write for FREE estimate!

If you will let us know your requirements we will recommend the size and type plant you need.

D. W. ONAN & SONS INC.

9000 University Ave. S.E.
Minneapolis 14, Minnesota



11,000 to
50,000
watts A.C.

cured in 1954. Frank W. Hubbard, research director, reports that: (1) teacher-training enrollment is now still insufficient, (2) double-session or other temporary arrangements are expected to continue for 632,000 children, (3) an estimated 71,589 "emergency teachers", who do not meet full certification requirements, will be teaching this year. . . . Meanwhile, the Metropolitan School Study Council of Columbia University has issued a report showing that New York area elementary schools have managed in general to keep class size down to between 25 and 30 pupils, although some classes do reach 40 children to a room. The average is about 27 to a room in a typical school system. High schools, however, have reported great differences in class size. . . . The December 14, 1953 issue of *Life Magazine* has praised our public high schools, stating that, in spite of rising costs and enrollments, they are serving the cause of education "at least adequately" and the ideal of a classless democracy "much more than adequately."

The national report of college and university salaries, released at the end of last year by the NEA, reveals that the average salary for university and college professors makes them the lowest earners of all the professions. Physicians, dentists and lawyers rank above in total earnings. . . . The *1953 Yearbook of Education*, published recently by Teachers College, Columbia University, reports the teacher shortage a world-situation, with countries everywhere suffering as well from inadequate buildings and financial resources. Teachers in all countries today have in common low salaries, high standards of moral conduct and dedicated and idealistic attitudes, the *Yearbook* reports. Although the public has a general respect for learning, the reports find a somewhat disparaging attitude toward the failure

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for

EFFORTLESS, SPEEDY

SCHOOL CLEANING

These are the famous Tornado Twins of modern school cleaning that are changing everyone's ideas. They're ready to show you how your school cleaning from floor to ceiling can be done faster and better.

Twin No. 1. The Tornado school cleaner picks up dirt or liquids at speeds above 300 m.p.h. With attachments it becomes a shoulder-type vacuum, a blower-sweeper, a portable electric blower or a powerful insecticide spray.

Twin No. 2. The new Tornado Floor Machine scrubs, burnishes, polishes or sands with speed and ease. It makes possible bright, new-looking floors that last longer under the hardest wear.

We'll be glad to send the Tornado Twins to call on you. Just write and tell us when and where you would like the demonstration.



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TORNADO FLOOR MACHINE BULLETIN 619



BREUER ELECTRIC MFG. CO.

5088 North Ravenswood Avenue • Chicago 40, Illinois



Identified by the BLUE FIBERGLAS BACK

How a 'Sexauer' Easy-Tite faucet washer costing pennies can save you \$115.22 a year!

A tiny, 1/32" faucet leak wastes 95,040 gallons—\$24.14* worth—of water yearly.

Hot water leakage is even costlier... Fuel waste adds upward to \$91.08** more to the loss. Total down the drain: \$115.22.

And this is the dollar loss caused by only one pinpoint leak!

Fuel Waste	Water Waste	Total Waste
Oil (792 gals.) **\$91.08	\$24.14	\$115.22
Coal (9,879 lbs.) 88.91	24.14	113.05
Gas (84,411 cu. ft.) 84.81	24.14	108.95

*Water costs (figured at \$1.90 for 1,000 cu. ft.) authenticated by Harkenack Water Co. **Fuel costs authenticated by American Gas Association.

Save money; cut costs; stop leaks with dependable 'Sexauer' Easy-Tite faucet washers.

Built like a tire with Fiberglas reinforcement

Easy-Tite faucet washers are made of a special du Pont product, instead of rubber, and reinforced with Fiberglas. The result is a washer that resists the closing squeeze that splits and mushes ordinary washers. And Easy-Tites withstand destructive heat (up to 300° F. by test). These features explain why 'Sexauer' Easy-Tites outwear ordinary faucet washers 6 to 1!

By avoiding labor on those 5 additional repairs, Easy-Tites cut today's high maintenance costs 83 1/2%! But Easy-Tites not only save water, fuel, labor; they also prolong the life of expensive fixtures.

FREE CATALOG Easy-Tite faucet washers are just part of the line of over 3000 'Sexauer' Triple-Wear plumbing repairs parts and patented precision tools.

Get complete information on Easy-Tites and other cost-cutting 'Sexauer' materials. Send for our FREE, new, 118 page Catalog H. Fill in and mail the coupon today.

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Gentlemen: Please send me a copy of your FREE, new, 118 page Catalog H.

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WORLD'S LEADING SPECIALISTS IN
PLUMBING AND HEATING REPAIR PARTS

SPOTLIGHT

of teachers in achieving material wealth.

We apologize to school superintendents Everett V. O'Rourke, of Tahoe-Truckee Unified School District, Truckee, Calif., and Lee M. Morris, Harvey, Ill., for confusing their names on pages 130 and 132 of the January Spotlight section... Mr. O'Rourke's school district published its biennial report to local citizens in the *Sierra Sun* and *Truckee Republican*, while Mr. Morris and Harvey School officials gave impetus to the passage of a \$1.7 million bond issue by printing copies of a brochure titled *More Schools! Why? What Are the Facts?*. An inexpensive duplicating process was used.

The *Cleveland Plain Dealer* pictorial magazine of January 3 ran a four-page spread of pictures and

information about the new Parma, Ohio, Senior High School... Illustrated in color, the story tells of Parma's development from a city that considered annexation to Cleveland in 1931 because of bankruptcy to a growing city with Chevrolet and Ford plants nearby. *The Queen of the High Schools*, as the story is called, describes the school's features, and includes a picture of Superintendent Carl C. Byers and Senior Principal W. S. Bassett... Redlands, Calif., has published an attractive booklet which "has been prepared for the information of outstanding experienced teachers and those preparing to teach for the first time." *Come Teach in Redlands* describes the city as a good place to teach, live and raise a family. It covers the type of school system, broad goals, equipment in working toward these goals and the special benefits to teachers in this community... The school system of Portland, Ore., has published a series of well-illustrated

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YOU'LL HAVE
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our Medical Expense
Illness and Accident
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24 hour daily coverage for every member during the entire tour.

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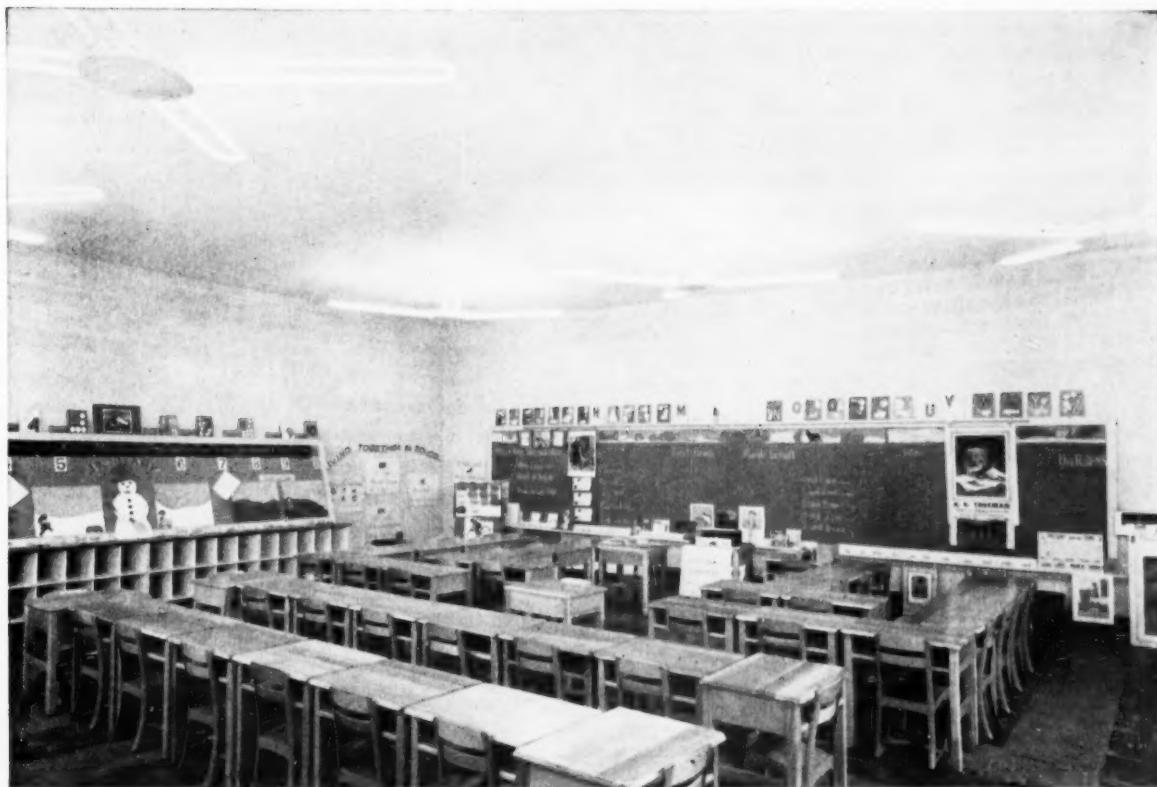
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BROTHERHOOD MUTUAL LIFE INSURANCE COMPANY

230 E. BERRY STREET

FORT WAYNE 2, INDIANA

JUST WANT TO GET THE FACTS!



Only In The IEC "Hairpinline" Fixture Can You Get The Benefit Of Our New 100 MA Ballast Operation. Here's The Comparison!

IEC-Hairpinline UX480	Imitations
No. of Fixtures	6
Watts per Fixture	187
Lamps Guaranteed	3 years
Operating MA	100
Rated Lamp Life (FLA)	25,000 hrs.
Do Lamps Flicker	No
Total Watts Per Room	1122
Footcandles on Desk	41.14
Footcandles on Wall	29
Desk Ftc after 3 yrs. with No Cleaning	28
Lumens Per Watt	48
Sine Wave	Excellent
High Humidity Start	Yes
Low Temperature Start	Yes
	6
	203
	2 years
	120
	15,000 hrs.
	Yes
	1218
	34.32
	21.42
	21.18
	38
	Poor
	No
	No

If you want the fixture backed by ten years of research and experience, if you want the best — Specify and insist on

IEC HAIRPINLINE

GETTING THE FACTS before you buy school lighting fixtures can save you time and money after the fixtures are installed.

Nearly a thousand school systems are using HAIRPINLINE COLD CATHODE for they have found, as you can, the savings that are possible with our LOW BRIGHTNESS LAMPS that completely ELIMINATE MESSY LOUVERS, with our REDUCED POWER CONSUMPTION, and with our THREE YEAR LAMP GUARANTEE!

If you would like more information on this fixture that is replacing incandescent and ordinary fluorescent in city after city, won't you please write us for your copy of —

"FACTS ABOUT HAIRPINLINE FOR SCHOOL LIGHTING"

P. S. NOBODY, BUT NOBODY MAKES A FIXTURE THAT PERFORMS LIKE OURS! EXAMINE THE CHART ON THE LEFT AND SEE THE DIFFERENCE.

Illuminating Engineering Co.

2347 E. NINE MILE ROAD

ORIGINATORS & PIONEERS OF "HAIRPINLINE"
COLD CATHODE LIGHTING FIXTURES

HAZEL PARK, MICHIGAN

METALAB means a PROFESSIONAL SCIENCE CLASSROOM

1. Does your school equipment meet the standards your students will find in the industrial world?
2. Does your school laboratory equipment have the modern, functional design to fit within your school building?

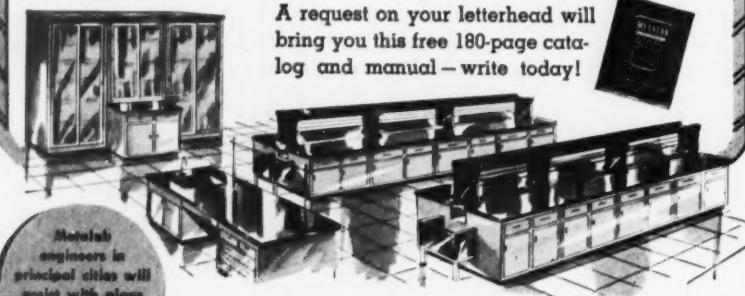
"Custom-Built" METALAB equipment using modern mass production methods result in a completed laboratory produced well within your school budget.

SE-401



Questions like these must be answered before you build a new lab. Find out today how Metalab gives you all the right answers plus lower initial costs and easier maintenance. See the complete line of Metalab's exclusive sectional lab units... the same quality equipment used by America's leading industrial firms.

A request on your letterhead will bring you this free 180-page catalog and manual—write today!



Metalab engineers in principal cities will assist with plans and estimates. No obligation.

SECTIONAL LABORATORY FURNITURE AND EQUIPMENT BY

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242 DUFFY AVE., HICKSVILLE, L. I., N. Y.

SE-405

SPOTLIGHT

booklets serving as curriculum materials for third and eighth grades. "These materials have been prepared in cooperation with local community groups," writes Amo De Bernardis, director of the department of instructional materials. The booklets cover such topics as water supply, the shipping industry in Portland, local parks, the city as a seaport and local points of interest. . . Dr. Walter D. Cocking, editor of **THE SCHOOL EXECUTIVE**, was the featured speaker January 31 at dedication ceremonies opening three new schools in Norman, Okla. . . Norman High School, Andrew Jackson School and John Adams School were constructed at a total cost of \$1,515,000, "and are among the most modern and best-equipped" in that part of the nation, according to the Norman *Transcript* of January 7.

The Warren, Ohio, Public Schools distributed a 21-query questionnaire to citizens of the community, on present or desired school services and facilities. A report summarizing the opinions, *Say Neighbor—Just How Good Are Warren Schools?*, is available from the school system. . . Georgia's Chamber of Commerce has produced a study of the state's schools. *Good Schools Are Good Business* deals with administration, needs and quality.

One Brooklyn, N. Y., school has found a unique way to solve the shortage of available classrooms, and has contributed an idea for kindergartens as well. . . Located in the basement of one of the Beach Haven apartment project buildings, the annex of Public School 216 houses kindergarten and first grade classes. Advantages are the nearness of these young children to parents, and the reductions in lateness and absenteeism. The board of education pays owner-builder Fred Trump an annual fee of one dollar for the use of his basement.

IT'S STILL EASIER READING ON SLATE



Yes . . . and slate is still the best, most economical chalkboard investment. Superior visibility, dependability, excellent writing qualities, low maintenance cost, attention attraction, and ability to harmonize with any color scheme . . . are yours *only* in NATURAL SLATE.

FOR FURTHER INFORMATION, WRITE FOR:

1. "The ABC's of Chalkboard Selection, Use and Care". (Informative 65 page Booklet)
2. "Slate Chalkboards are Modern Too".
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4. Personal assistance with your chalkboard selection. No obligation, of course.

Use slate, too, for:

roofing	window sills
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sinks	shower compartments
	laboratory table tops

toilet stalls
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shelves

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205 REALTY BLDG. PEN ARGYL, PENNA.

"500 Million Years In The Making—Natural Slate"



Members of the Department

THE SCHOOL EXECUTIVE



GM's New Transit-type School Bus

... easily the most outstanding school bus on the market today—and for these solid reasons:

1. A basic design proved in millions of miles of rugged stop-and-go city operation on public transportation properties—the most widely-used coach of its kind in service today.
2. Improved Dual-range Automatic Drive, and powerful Air Brakes—both as standard equipment.
3. Lightweight aluminum construction, giving a better power-weight ratio—and longer life because aluminum won't rust and resists corrosion.
4. Engineered and produced by a company with over 30 years' experience building coaches—the nation's largest motor coach manufacturer.

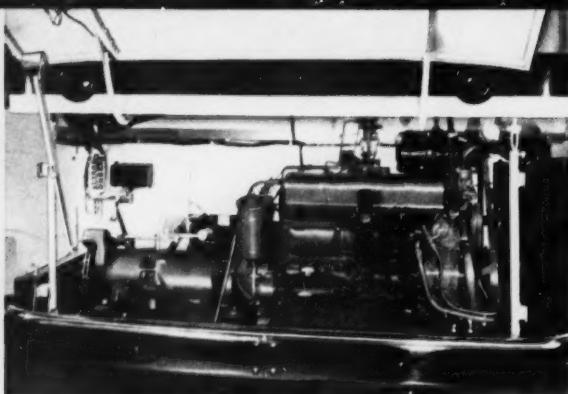
See it for yourself at Booth No. 1342, A.A.S.A. Convention, February 13-18, Atlantic City, N. J. (Additional features and specifications on next page.)

In every detail it meets or exceeds N.E.A. standards

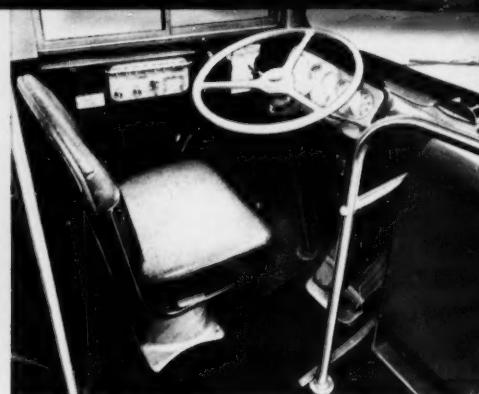




Wide, three-step entrance with $8\frac{1}{2}$ " risers. Air-operated split-type doors fold compactly out of the way. Vertical closing edges are covered with $4\frac{1}{2}$ " of flexible rubber.

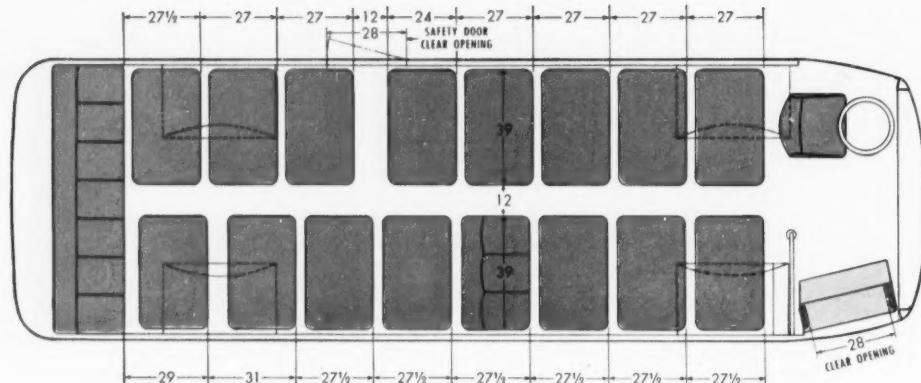


Rugged 270 cu. inch coach engine is mounted transversely in rear of coach—completely removed and sealed from passenger area by solid metal bulkhead, with no seams or gaskets. Easily accessible for service. Rear engine design gives better traction in snow, mud and loose gravel.



Driving is simplified by exceptional visibility of instrument panel and proximity of all controls. No gears to shift, no clutch to operate—even air-operated door opens at the flick of a button.

55-Passenger Seating Plan



CONDENSED SPECIFICATIONS

Body Construction—Built as a unit, in effect a girder design.

Seating—39" wide school bus seats in 55-passenger seating arrangement. Sixteen (16) forward facing seats, eight (8) on each side, and one 7-passenger rear cross seat. 12" aisle to emergency door optional.

Seats—1" tubular frame with top rail flush with back pads. Frame and seat back panel finished in enamel. Upholstered in plastic coated Koroseal.

Doors—Four-leaf jack-knife type entrance door, 28" wide, air electric operated. Emergency door, 28" wide, with three-point clamp type lock. Tell-tale lights on dash.

Windows—Extruded aluminum satin finish two-piece sash—upper raise, lower stationary—glazed with $\frac{1}{8}$ " safety sheet glass, easily removed. Driver's window, glazed with $\frac{1}{4}$ " safety plate glass, each half slides horizontally.

Windshield—Windshield 24" slanting, two-piece fixed type, glazed with $\frac{1}{4}$ " safety plate glass set in rubber. Adjustable sun visor on left side. Two arc type wipers with dual control valves. Motor driven defroster.

Interior Finish—Masonite trim. Black rubber floor covering, $\frac{1}{2}$ " plain under seats, $\frac{3}{8}$ " ribbed in aisle and $\frac{1}{2}$ " metal backed step treads.

Stanchions—Modesty panel and stanchion rear of entrance door. Horizontal hand rail and stanchion at dash panel. Vertical stanchion at driver's seat with guard rail from stanchion to wall.

Heating and Ventilating—Hot water radiator mounted at dash. Variable-positioned damper on windshield ledge. Fan provides power ventilation in warm weather. Rear underseat heater.

Insulation—Interior thoroughly insulated. Engine compartment bulkhead and rear cross seat insulated and sealed with Flintkote and Celotex. Entire understructure undercoated.

Mirrors— $5\frac{1}{4}$ " x 17" left hand exterior mirror, 4" x 16" interior rear view mirror.

Power Plant Assembly—Engine and Hydraulic transmission form a unit power plant. Engine, transmission, angle-drive, radiator and battery quickly removable as unit.

Engine—G.M. six-cylinder valve-in-head type, 270 cubic inch displacement. Bore $3\frac{1}{2}$ ", stroke 4". Brake H. P. 124 @ 3200 R. P. M. SAE H. P. rating 34.3. Maximum torque 232 ft. lbs. @ 1000-2000 R. P. M. Compression ratio 7.5:1. Centrifugal governor. Mechanical fuel pump.

Crankshaft—High carbon steel crankshaft. "Tocco" hardened connecting-rod and crankshaft bearing journals.

Pistons—Heavy-duty aluminum alloy construction. Four rings above piston pin.

Lubrication—6.0 gallons per minute @ 3200 R. P. M. Oil capacity $10\frac{1}{2}$ quarts, including filters. Shunt flow absorption type oil filter.

Cooling System—Water pump centrifugal type. 40.0 gallons per minute @ 3200 engine R. P. M. $18\frac{1}{4}$ " diameter fan. Kyor air operated radiator winterfront.

Ignition—12-volt distributor. 12-volt starting motor, solenoid operated.

Air Intake—Single down-draft type carburetor. Oil bath type air cleaner.

Transmission—Full automatic Dual Range Hydraulic drive.

Propeller Shaft—Tubular shaft with needle bearing universal joints.

Steering Gear—Recirculating ball type. 20" steering wheel.

Front Axle—Reverse Elliott type.

Rear Axle—G.M. design, spiral bevel gear full floating type.

Springs—Shock Absorbers—Front springs 10 leaf, 3" wide, 52" long on $4\frac{1}{4}$ " centers. Rear springs 11 leaf, 3" wide, 59" long on $50\frac{1}{2}$ " centers. Hydraulic shock absorbers at front.

Air Compressor—Two cylinder, $7\frac{1}{4}$ cu. ft. water

cooled unloader head type. Two tanks, capacity 1692 cu. in.

Service Brakes—Four wheel internal expanding air operated two shoe type. Brake chambers and slack adjusters mounted integral with axles. Manually operated 11" Tru-stop type emergency brake mounted at angle drive.

Tires—8.25/20" single front, dual rear.

Fuel Tank—Sixty (60) gallon capacity. Tank and filler neck mounted on right hand side.

Generator—High cut-in, 12 volt, 55 ampere.

Battery—12 volt, 19 plate, 110 ampere hours at four (4) hour rate.

Instrument Panel—Speedometer; electric oil pressure gauge; electric water temperature gauge; 3" diameter air gauge; fuel gauge; generator charge indicator; indicator lights. Ignition and door control switches, choke button, starter button, light, heater control and defroster switches are located on control panel to left of driver.

Lighting—Fourteen (14) 21 C. P. dome lights. Step light at entrance door. Two flush mounted stop lights. Two tail lights, one in combination with recessed license plate holder. Front and rear combination marker and clearance lights. I. C. C. reflectors. Guide D-68 type directional signals with arrow in lens. Four (4) 6" flasher lights mounted on roof crown panel, one at each corner.

Miscellaneous—Electric horn. Single plate license plate holders. Air operated stop signal arm on driver's side. Three-unit electric type flares. Fire axe in dash mounted container. Two (2) 11-unit first aid kits. 5 lb. CO₂ fire extinguisher mounted to left of driver. 8-ton hydraulic jack. Tool kit consisting of miscellaneous tools.

Paint and Lettering—Interior is synthetic enamel, two solid colors, divided at window sills. Exterior is uniform color, National School Bus Chrome, in synthetic enamel divided at belt rail by black stripe. Standard lettering (no outline) consists of "SCHOOL BUS" in 8" black letters on sign enclosed in glass covered opening above windshield, "SCHOOL BUS" and "STOP ON SIGNAL" in 8" black letters at rear, coach numbers at three places, and certificate numbers in small lettering.

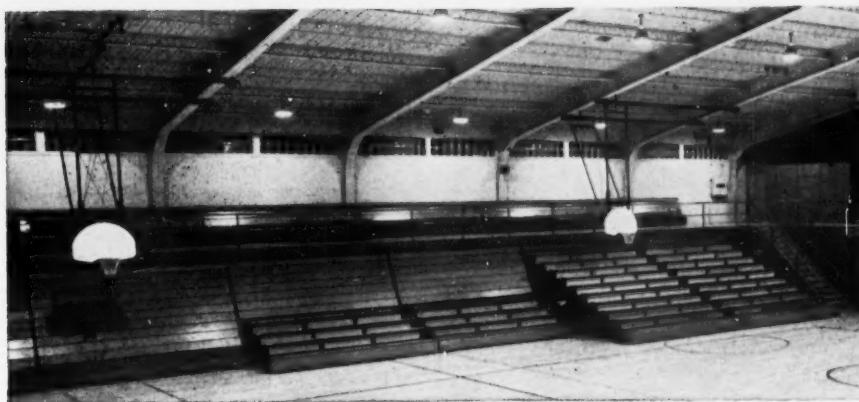
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(Specifications subject to change without notice)



GMC TRUCK & COACH DIVISION

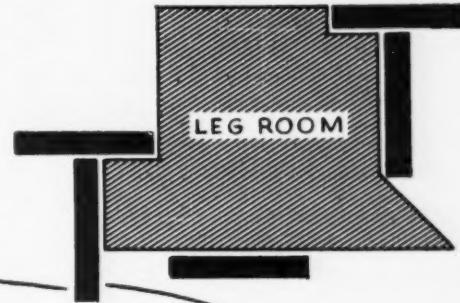
GENERAL MOTORS CORPORATION



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Atlantic City
Feb. 13-18
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J-42
MAIN FLOOR

Maximum Spectator Comfort Assured with *Universal* Roll-A-Way Stands

ASK for a seat demonstration of *Universal* Roll-A-Way Stands, and you'll understand what we mean by maximum spectator comfort . . . in minimum space. Make all the tests you wish, with feet forward or drawn back under the seats. Get out the slide rule and compute the actual area (or we'll do it for you). Compare design, construction, dimensions, and you'll find that *Universal* Roll-A-Way Gymnasium Stands have . . .



More cubic inches of *comfortable* leg room below the seat board levels than any other stands . . . with either 22" or 24" row spacing

Notice the spectator's natural, comfortable position while seated on *Universal* Roll-A-Way Stands. The extra distance from seat board to foot board (18½") and the position of the vertical filler or riser board (centered under seat) assure maximum space per spectator . . . permitting normal position of feet drawn back under seats. Compare this with other types of stands which have 2" or 3" less space and vertical filler boards flush with seat fronts. In addition, Roll-A-Way Stands meet every requirement for safety and space economy. Write today for latest catalog.

**School Principals'
Convention • Milwaukee
Auditorium • Feb. 20-24
BOOTH No. 1**



Universal Bleacher Company

606 SOUTH NEIL ST. • CHAMPAIGN, ILLINOIS

February, 1954

SPOTLIGHT



FIAT.

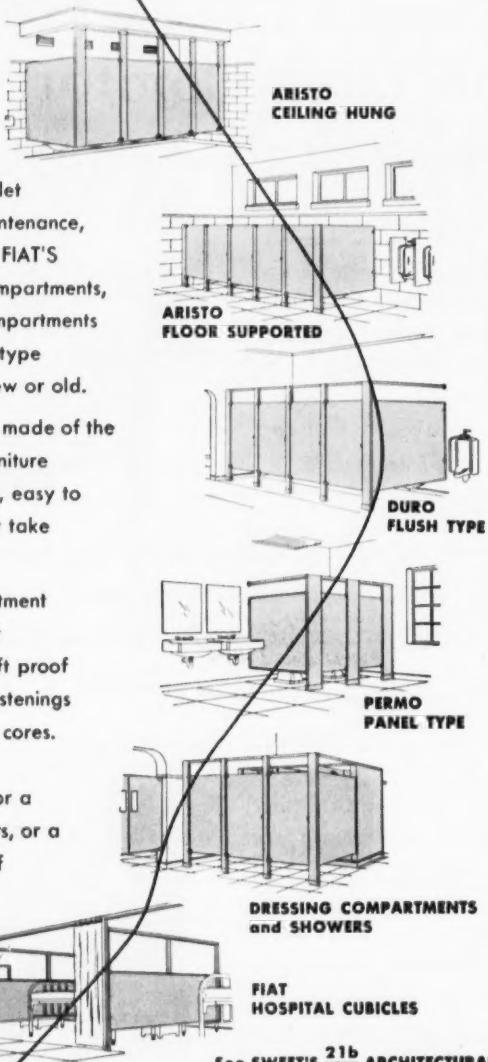
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of Elementary School Principals
have been invited by Executive Secretary Robert W. Eaves to submit manuscripts for potential articles in the 1955 yearbook, *The Function of Reading in the Elementary School*. A four-page leaflet from the department presents a working outline of the yearbook, along with instructions on preparing manuscripts. . . AASA members with dues paid for 1954 will begin receiving copies of the group's new yearbook, *Educating for American Citizenship*, early this month. The book's recommended program, reports *The School Administrator*, offers the following:

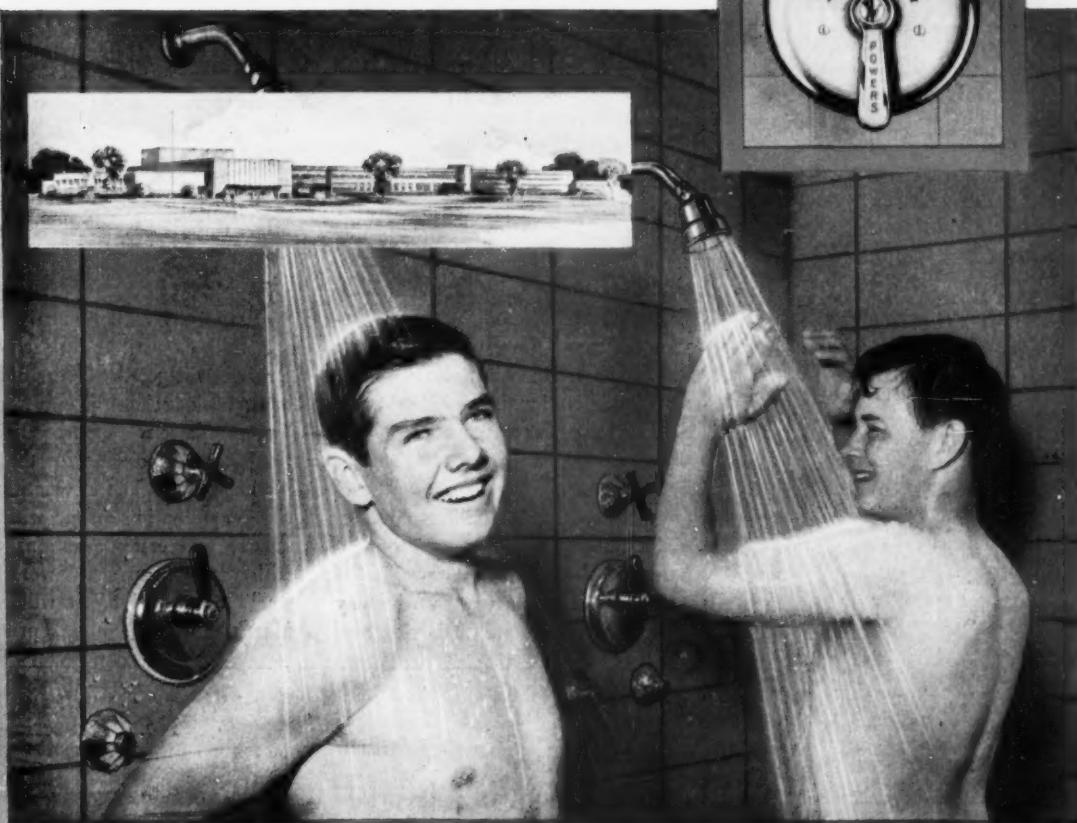
(1) "instruction in American history and government to provide knowledge and understanding of the American heritage, (2) cultivation of definite loyalty to American ideals, (3) development of ability to think clearly and critically in weighing issues and (4) opportunity for learning how to participate actively in constructive citizenship activities appropriate to the maturity of the pupils."

The National Council of Teachers of Mathematics will begin publication this month of two new periodicals. Each will be published quarterly by the NEA department. . . *The Arithmetic Teacher* will deal with elementary grades. Editor is Ben A. Sueltz, Cortland, N. Y., State Teachers College. . . *The Mathematics Student Journal* will provide material for students not found in ordinary textbooks. One feature will be a problem department to which pupils may contribute. . . The Mathematical Association of America will publish the latter with the Council.

The executive committee of AASA has voted to contribute \$1,000 to the building fund going towards the new NEA headquarters in Washington. More information on the building may be found in *Washington Scene*, page 132.

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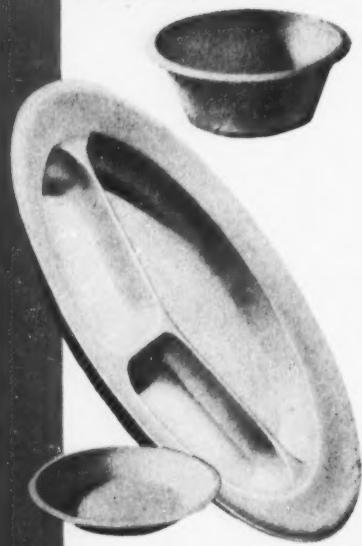
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SPOTLIGHT

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Fire in Their Learning is a new educational film showing how the fundamentals of fire prevention can be taught in the schools. It has been released by the NEA National Commission on Safety Education. Information on the 16 mm., 19-minute long sound film can be obtained from Commission headquarters, National Education Association, 1201 Sixteenth St., N. W., Washington 6, D. C. . . Meanwhile, reports from 41 cities in 21 states and the District of Columbia show that 24 percent of the nation's families have seen *Skippy and the 3 R's* on television since its release by the NEA and National Association of Secretaries of State Teacher Associations eight months ago. Latest studies by the National Broadcasting Company show that 23.9 million families, or 52 per cent of the American population, are television viewers.

A survey is now underway by the NEA Research Division and

the Department of Audio-Visual Instruction to determine the status and progress of audio-visual education in the United States. . . Questionnaires will reach school superintendents next month, with study results expected to be published in the late spring of 1955. Preliminary data has already been gathered . . . The last comprehensive study on this subject was made in 1946, when *Audio-Visual Education in City-School Systems* was published by the Research Division.

Trips to Europe and Mexico, as well as cash and scholarship awards, will go to winners of the annual high school contest on the United Nations, sponsored by the American Association for the United Nations. . . . The competition will take examination form, with short-answer and essay questions dealing with the structure and work of the world organization. It will be held March 25. All public, private or

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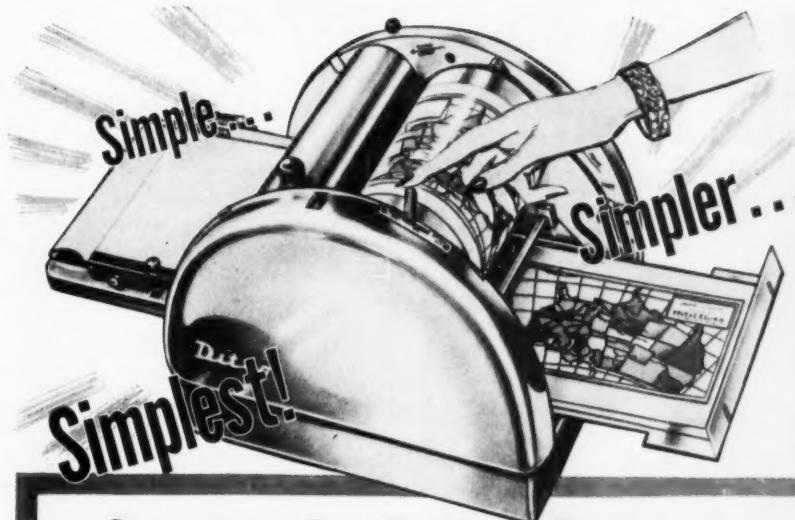
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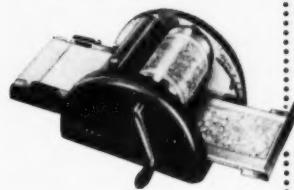
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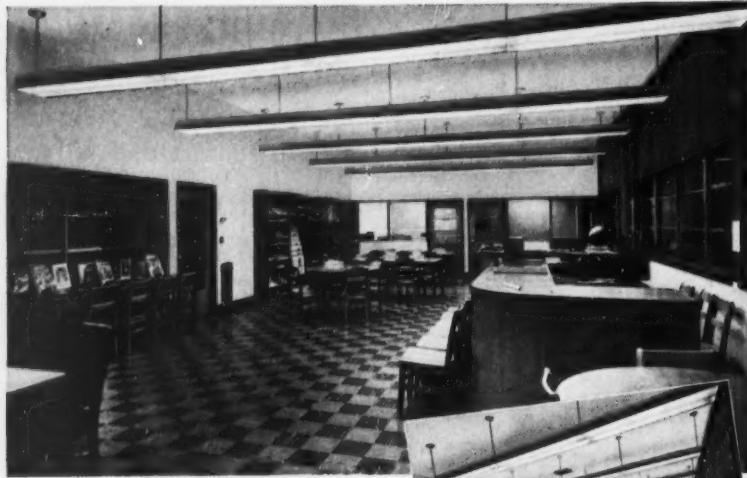
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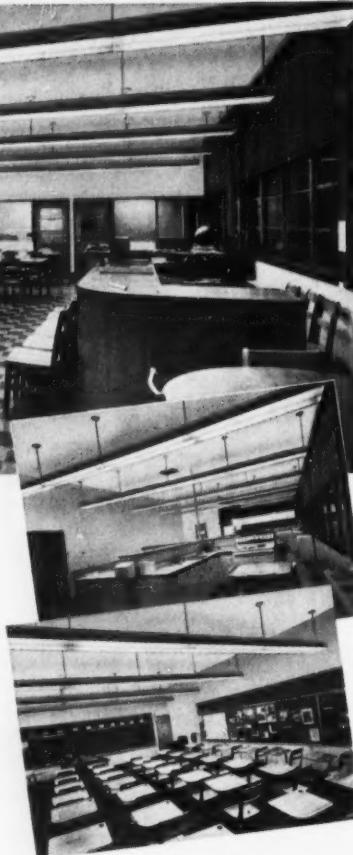
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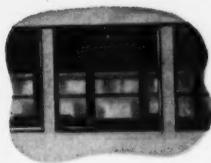
SPOTLIGHT

parochial high school students in the United States or its territories are eligible. Further information may be obtained from Miss Marion Jackson, Contest Secretary, American Association for the United Nations, 345 E. 46 St., New York 17.

A study of teaching in the public schools of the Town of Fairfield, Connecticut, will be conducted by Yale University's Department of Education in cooperation with the Fairfield board of education. . . . The project is intended to study and analyze the duties of elementary school teachers in relation to their professional training, and decide which assignments are professional and which are technical. . . . Some problems with which the study will deal include the value of a teacher-aides system, employing laymen for non-technical work; whether teachers are trained adequately and whether they should be required to take more courses in pedagogy and psychology or concentrate more on academic studies. . . . The Ford Foundation's Fund for the Advancement of Education has agreed to finance the study, award a \$50,000 grant for the first year's work. A similar project in Bay City, Michigan, will be co-ordinated with the Yale study. It is also financed by the Ford Fund.

Growing student enrollment and the need for new school buildings are not considered problems in Aurora, Ill., a city of 50,576 persons, but indications of progress. . . . "Nothing points up progress like more and better schools and more pupils in them," reads an editorial from the Aurora *Beacon-News*, local daily newspaper. . . . "May we never see the day when the young population is on [the] down grade. In such times a community is slipping. Not only because the population, by and

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New MORE SPACIOUSLY DESIGNED WINDOWS

Built right to the roof line, the new, better-visibility, split-type top sash opens to a full nine inches for more safety and ventilation. Constructed of Safety Glass, rimmed in steel and set in rubber, tamper-proof yet easy to open, the new side windows are the best devised for school bus needs.



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The new, flanged, heavy Rub Rails do more than add good looks to Oneida Safety School Bus Body—they add a double measure of protection in today's heavy traffic.



New JUMBO-ROUNDED FULL COVERAGE BUMPER

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WRITE FOR LITERATURE



SPOTLIGHT

large is not young, but because people are hunting homes elsewhere," the editorial continues.

The University of Notre Dame plans to add 45 leading educators to its faculty by offering them salaries of from \$16,000 to \$17,500 per year. . . . The Rev. John J. Cavanaugh, C. S. C., director of the Notre Dame Foundation, said that increased enrollment and the departure each year of several faculty members for better paying jobs in research and industry were the reasons back of this distinguished professors program.

The College of Education and Nursing at the University of Vermont has a new curriculum in elementary education this year. The course of study provides a founda-

tion in general education, professional experience and study and choice of an elective major from other UVM departments. . . . A diploma in general education is now available for adults who want a college level program in liberal education at Brooklyn College.

The Joint Committee on Educational Television reports that 45 applications for reserved educational video channels have been filed with the Federal Communications Commission. Three of the applicants, Los Angeles, St. Louis, and Houston, have been granted station use, while 23 others have received construction permits.

A resolution opposing state owned and operated educational TV stations was adopted at the November convention of the New York State Federation of Women's Clubs . . . Private stations are tax-

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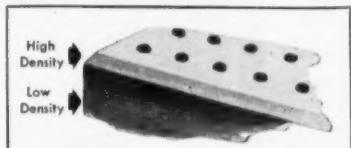
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Acoustical environment is an important factor in the progress of pupils. In classrooms where unchecked noise and poor acoustics impede distinct hearing, children must strain to hear. Thus, tension and fatigue increase. Attention slackens. Discipline tends to deteriorate. Effective concentration is vastly more difficult.

Low-Cost Answer

The solution to the problem of hard-to-hear-in rooms? Schools by the hundreds have found it in economical Acousti-Celotex Sound Conditioning! A sound-absorbing ceiling of Acousti-Celotex Tile improves faulty acoustics, makes distinct hearing easier in classrooms,

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Acousti-Celotex Tile is quickly installed, requires no special maintenance. Its unique *double-density* feature (see diagram) provides excellent sound-absorption value plus a surface of remarkable beauty and washability. Can be washed repeatedly and painted repeatedly with no loss of sound-absorbing efficiency.

MAIL COUPON TODAY for a Sound Conditioning Survey Chart that will bring you a *free analysis* of the noise and acoustical problems in your school, plus a factual free booklet, "Sound Conditioning for Schools and Colleges." No obligation.

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SPOTLIGHT

ayers, the resolution emphasized and the educational areas of culture and information should belong to them.

The National Scholarship Service and Fund for Negro Students helped place 474 students in 224 colleges during 1953. These students received \$197,000 worth of scholarship help... Statistics show that the percentage of adult Negroes today with less than five years of schooling has dropped to 29 percent from 41 percent in 1940.

The Federal Office of Education announced that college and university enrollment in Fall, 1953 was 3.1 percent higher than in 1952. "Since the rate of increase from 1951 to 1952 was 1.5 percent, the present

estimate would indicate that the rate of increase for total enrollment has been accelerated," reported Rall I. Grigsby, Acting Commissioner of Education.

Several scholarship and fellowship opportunities have been made known recently... The Fund for the Advancement of Education, 575 Madison Avenue, New York 22, N. Y., will make available in 1954 300 scholarships to high school students who will have completed their sophomore year by June. Each student will then enter one of eleven participating American colleges or universities under the Fund's early admission program... The Alfred P. Sloan Foundation, Inc. has announced a series of 25 engineering and science scholarships for male high school graduates. Information may be obtained from The Alfred P. Sloan Foundation, Inc., 30 Rockefeller Plaza, New York 20, N. Y. . . .

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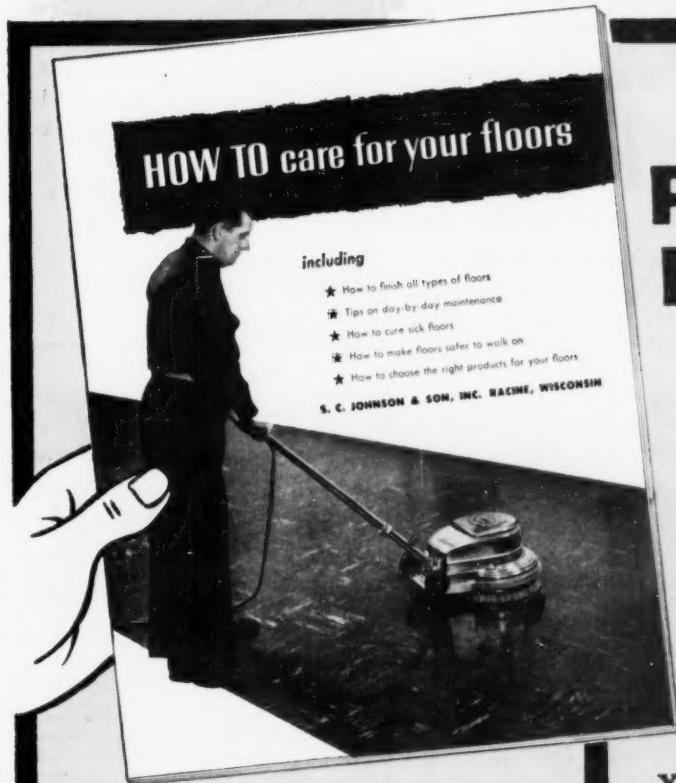


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The American Automobile Association and Affiliated AAA Automobile Clubs are offering a total of \$2,275 in prizes for the best posters submitted illustrating safe walking rules. Information is available from AAA Poster Contest Headquarters, Washington 6, D. C. Poster deadline is March 26.

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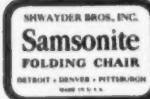
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FEBRUARY

11-13, Annual Meeting, American Association of Colleges for Teacher Education, NEA, Chicago.

11-13, Annual Meeting, Department of Elementary School Principals, NEA, Atlantic City, New Jersey.

11-13, Annual Convention, National School Boards Association, Inc., Atlantic City.

11-13, Joint Meeting, Research Foundation and Administrators Division, United Business Education Association; National Association of Business Teacher-Training Institutions; International Society for Business Education, NEA; Chicago.

13-18, National Convention, American Association of School Administrators, NEA, Atlantic City.

14-15, Mid-Winter Conference, National School Public Relations Association, NEA, Atlantic City.

15-18, Annual Meeting, Department of Rural Education, NEA, Atlantic City.

17, Conference, International Council for Exceptional Children, NEA, Atlantic City.

20-24, Thirty-Eighth Annual Convention, National Association of Secondary-School Principal, NEA, Milwaukee, Wisconsin.

MARCH

2-5, Annual Convention, Department of Audio-Visual Instruction, NEA, Chicago.

4-6, National Conference, Association for Higher Education, NEA, Chicago.

7-12, Annual Convention, Associa-

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Low cost and economical installation are just two of durable Kentile's money-saving advantages! Kentile resists alkalis and acids...years of wear can't harm it...colors can't wear off. Mild soap and water clean it...an occasional no-rub waxing preserves its fresh look.

Basketball and shuffleboard courts of tough Kentile are easy and economical to install in gyms

and recreation rooms...actually become part of the floor itself. They never lose their crisp definition...never need painting...last for years of constant use.

Ask your architect or builder about money-saving Kentile Floors for school rooms, offices and corridors. Or, consult the Kentile Flooring Contractor listed under FLOORS in the Classified Phone Book.



Shown here is just one example of how a Kentile Floor can be used in a school room. The die-cut *Alphabet* and *Fish* ThemeTile lend modern charm and fill a necessary educational need. ThemeTile selection and prices on request.

Samples and Technical Literature available on request. Simply write the nearest Kentile, Inc. office listed below stating the samples and information desired. And, be sure to request samples of ThemeTile die-cut inserts, colorful Feature Strip and KenBase, wall cove base.

KENTILE • SPECIAL KENTILE • KENRUBBER • KENCORK • KENFLEX •

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Specifications and Technical Data

INSTALLATION: Over any smooth, firm interior surface free from spring, oil, grease and foreign matter...over metal, wood, plywood, concrete, radiant heated concrete slab, concrete in contact with the earth; on or below grade.

THICKNESSES: Kentile is available in two gauges: 1/8" for most uses—3/16" for use where extra-heavy duty flooring is needed.

SIZES: Standard tile size is 9" x 9".

SPECIAL KENTILE: Greaseproof asphalt tile for kitchens and cafeterias in a wide range of marbleized colors—extremely resistant to petroleum and cooking greases and oils, alcohols, alkalis and most acid solutions.

APPROXIMATE INSTALLED PRICES

(per sq. ft.)

	1/8" Gauge	3/16" Gauge
KENTILE: A Colors	20¢	25¢
KENTILE: B Colors	25¢	30¢
KENTILE: C Colors	30¢	40¢
KENTILE: D Colors	35¢	40¢
SPECIAL KENTILE	40¢	50¢

These costs are based on a minimum area of 1,000 sq. ft. over concrete underfloor. Color groupings range from Group "A," the darkest solid colors...to Group "D," the lightest marbleized colors. Special Kentile is available in Regular and DeLuxe Colors.

KENTILE

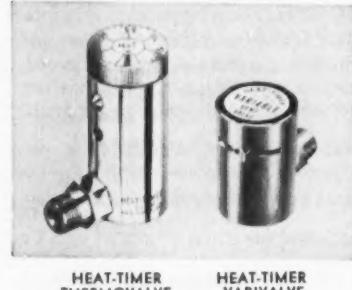
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City & State.....

CALENDAR

tion for Supervision and Curriculum Development, NEA, Los Angeles.

19-20, Fifth Annual Dinner, National Citizens' Commission for the Public Schools, San Francisco.

25-31, Biennial National Meeting, Music Educators National Conference, NEA, Chicago.

APRIL

1-3, Second Annual Convention, National Science Teachers Association, NEA, Chicago.

2-5, Thirty-Fourth Annual National Convention, National Association of Deans of Women, NEA, Washington, D. C.

11-15, 1954 Convention, American Personnel and Guidance Association, Buffalo, New York.

18-23, Joint National and Eastern District Convention, American Association for Health, Physical Education and Recreation, NEA, New York City.

18-24, 1954 Study Conference, Association for Childhood Education International, NEA, St. Paul, Minnesota.

21-24, Thirty-second Annual Meeting, National Council of Teachers of Mathematics, NEA, Cincinnati, Ohio.

27-May 1, Thirty-Second Annual Meeting, International Council for Exceptional Children, NEA, Cincinnati, Ohio.

JUNE

16-22, School for Executives, American Association of Colleges for Teacher Education, NEA, Buffalo, New York.

21-24, Eighteenth Annual National Conference, National Association of Student Councils, NEA, St. Paul, Minnesota.

27-July 1, Nineteenth Annual Meeting, National School Public Relations Association, NEA, New York City.

27-July 2, Ninety-Second Annual Meeting, NEA, New York City.

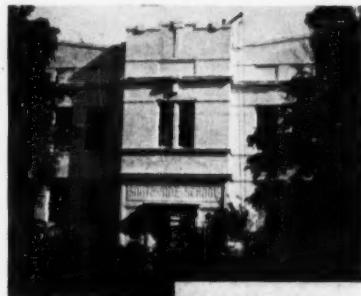
JULY

5-16, Conference in Elementary Education, Department of Elementary School Principals, NEA, with Northwestern University, Chicago.

23-25, Annual Convention, National Association of Education Secretaries, NEA, Eugene, Oregon.

SEALED...

Against Moisture Damage



Old South School of Mishawaka, Indiana, was scheduled for replacement. Moisture infiltration through concrete blocks, columns and sills had caused serious spalling, staining and rapidly advancing deterioration.



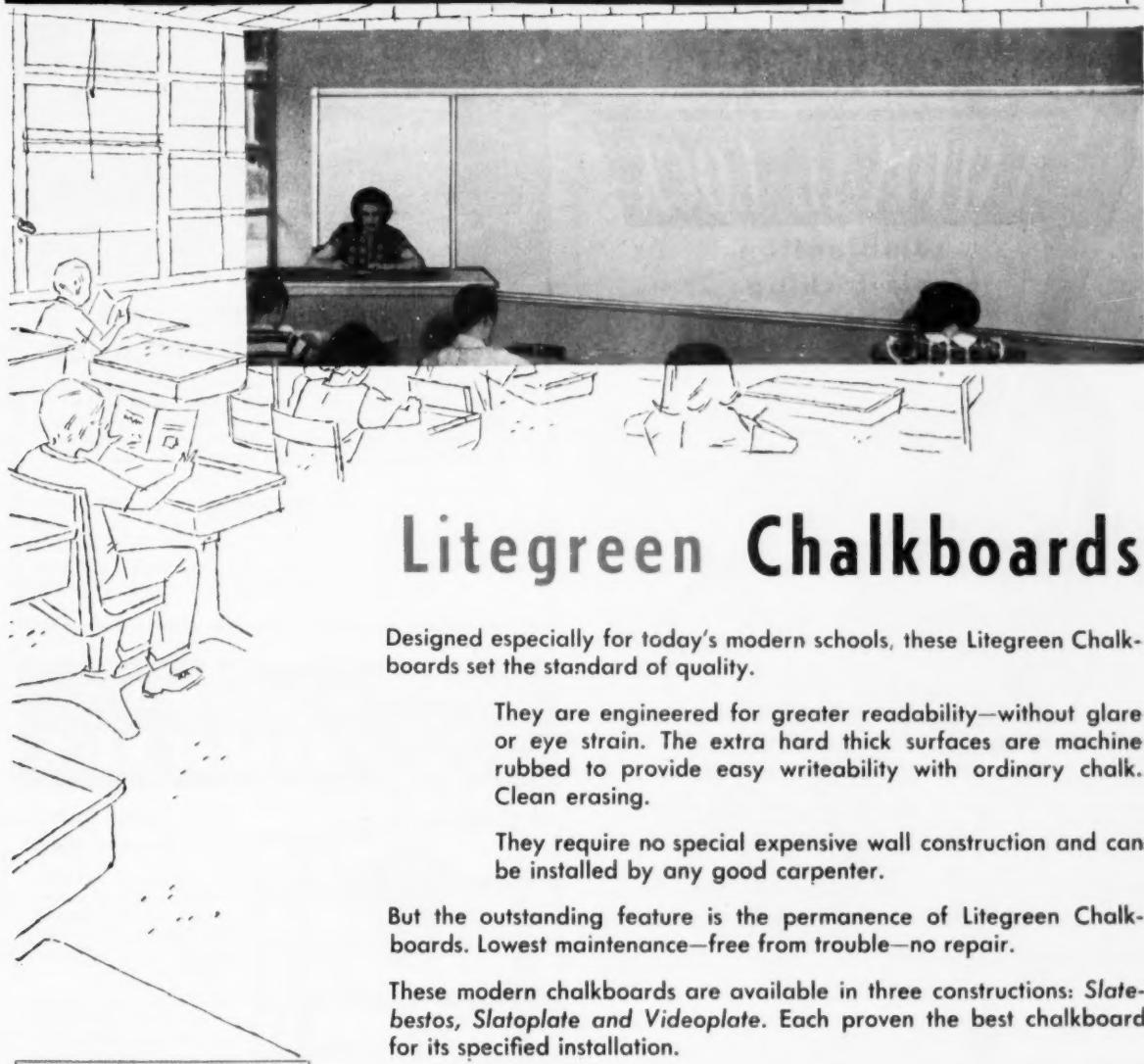
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An application of Tremco 101 Mastic effectively sealed the porous masonry. This impervious mastic expands and contracts with temperature changes, creating a seamless seal against the hardest driving rain. Selection of an off-white color has given the building fresh beauty resistant to staining. If you are contemplating waterproofing or restoration work in 1953, talk it over now with your Tremco Man. Call or write: The Tremco Manufacturing Company, Cleveland, Ohio or The Tremco Manufacturing Company (Canada) Ltd., Toronto, Ontario.

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Litegreen Chalkboards

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They are engineered for greater readability—without glare or eye strain. The extra hard thick surfaces are machine rubbed to provide easy writeability with ordinary chalk. Clean erasing.

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Beckley-Cardy Litegreen Chalkboards, backed by nearly half a century of experience, prove themselves in every type of installation.

To make your school rooms modern—outstanding—attractive—ask your architect to specify

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A fitting adjunct to Litegreen Chalkboards.

A smooth, firm and long life tacking surface of processed cork. In color harmony with chalkboards.

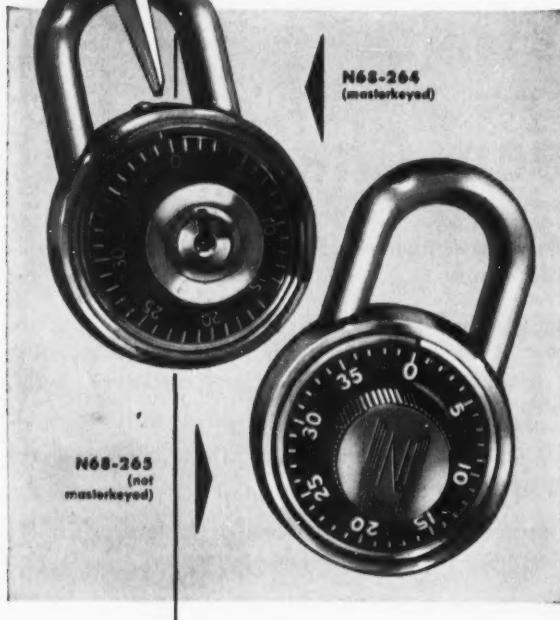
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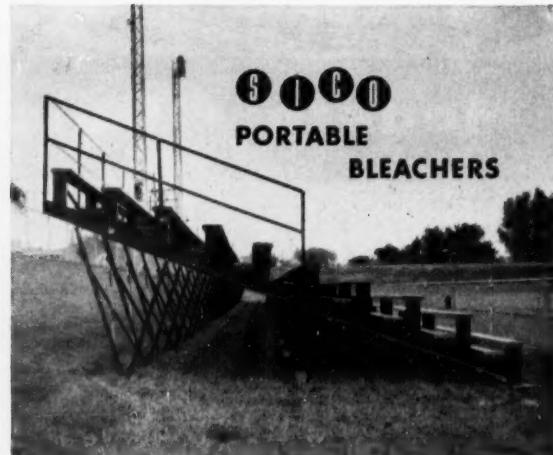
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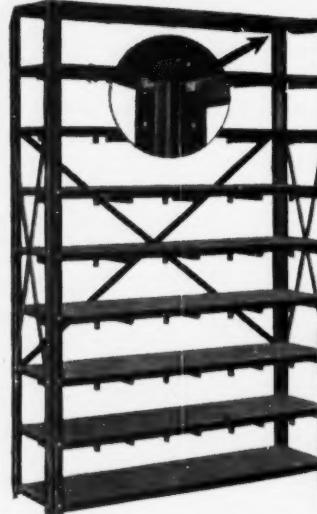
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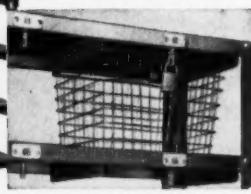
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**Rigid Corner Posts—
Safer Recessed Hasps**

The Neubauer "TWIN-POST" corners are actually 2 posts with 3 strong corners (see inset circle). They keep the whole basket rack rigid and in line.

Note below how dividers guide and separate baskets and how hasp and padlock are neatly recessed *inside* shelf edge. Eliminates danger of cuts and bruises.



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Inquiries invited from school supply dealers.

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The Official Announcement of Winners

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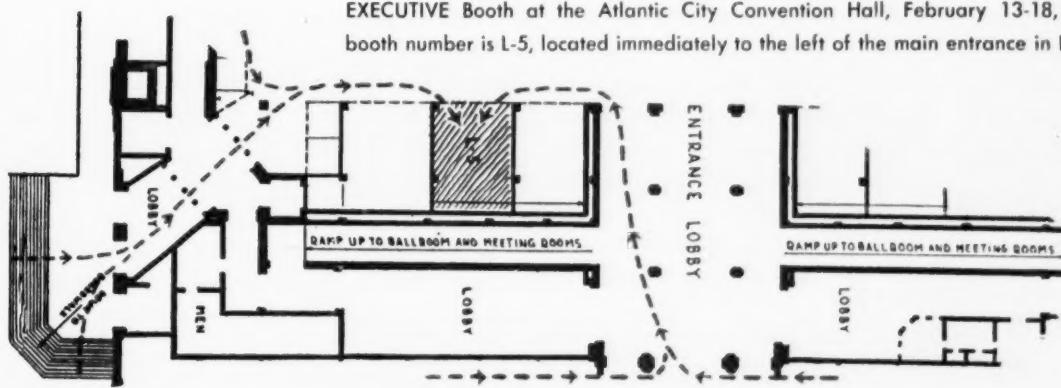
Third Annual

Competition for Better School Design

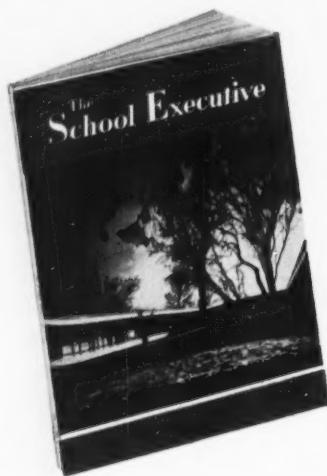
Four PM Saturday, February 13, 1954

Convention Hall, Room B, Atlantic City, New Jersey

FOLLOWING the award ceremonies, the winning entries in THE SCHOOL EXECUTIVE'S Third Annual Competition for Better School Design will be on exhibit at THE SCHOOL EXECUTIVE Booth at the Atlantic City Convention Hall, February 13-18, 1954. Our booth number is L-5, located immediately to the left of the main entrance in Exhibit Hall.



Some of the ways in which our publishing firm seeks to be helpful to A.A.S.A. members and other school administrators are briefly reported here. For further information about any of these services, we shall be happy to have you visit our convention booth or write to us.



THE SCHOOL EXECUTIVE

... edited by school administrators—for school administrators, provides these five major editorial services:

1. Covers educational news
2. Reports successful administrative practice
3. Proposes new ideas and interprets educational practice
4. Provides educational planning studies
5. Reviews new product developments.

SCHOOL EQUIPMENT NEWS

... a companion magazine, brings schools the latest information on everything required for equipping, operating and maintaining the school plant. School men widely use the reply cards that are bound both in THE SCHOOL EXECUTIVE and in SCHOOL EQUIPMENT NEWS each month to obtain information about products in which they are interested.



ANNUAL COMPETITION FOR BETTER SCHOOL DESIGN



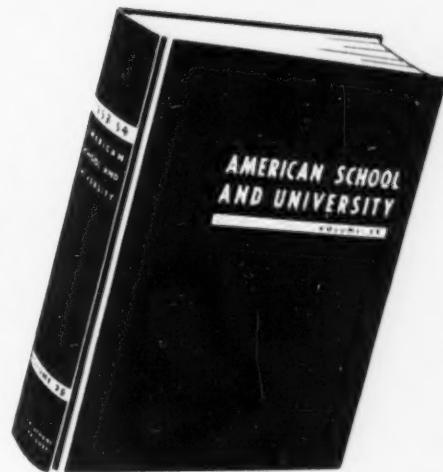
THE SCHOOL EXECUTIVE believes new school buildings should be designed to meet the needs of communities. To this end, the magazine sponsors an annual competition among architects to encourage creative thinking in the design of new school buildings and to call attention to design which is interpreting modern educational programs effectively.

CONTEMPORARY SCHOOL DESIGN FILMSTRIPS

Prepared from materials in THE SCHOOL EXECUTIVE's Better School Design Competition, this series of five filmstrips enables school administrators to view with their boards and building committees good school design of the current year.

AMERICAN SCHOOL AND UNIVERSITY

for twenty-five years the school administrators' reference volume on the design, construction, equipment, maintenance and utilization of educational buildings and grounds. The 26th annual edition is now in preparation—containing more than fifty major editorial articles, together with the latest information on school building products and equipment.



RESEARCH

American School Publishing Corporation undertakes continuous studies on various educational problems. Recent research projects include the nationwide annual survey of the kinds of schools being built and their volume, problems facing school administrators, school buying and selection practices and various studies of instructional planning and procedures.

CONFERENCES

American School Publishing Corporation sponsors conferences of school administrators and others interested in vital contemporary issues. Among such meetings are regional conferences on school building, meetings of school board members and citizens and joint meetings of selected architects and school administrators.



MAILING LIST SERVICES

The American School Publishing Corporation maintains lists of administrative personnel in public schools, private schools and colleges in more than thirty classifications, including school architects and engineering consultants. Complete mailing services are available to school administrators.

*For further information, visit us
at Booth L-5
at the A. A. S. A. Convention
in Atlantic City, February 13-18.*

*These Members of our Publishing Staff
will be on hand to greet you
at Booth L-5, Atlantic City, Convention Hall*



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Teaching is easier with— the **SINGER** Combination Sewing and Cutting Table!



NO NEED for separate machine cabinets . . . separate desks . . . separate tables. No need for the class to shift from one to the other.

The **SINGER Combination Table**—shown above at the Hannah Harrison School in Washington, D.C.—fills all these sewing room needs in one!

Developed to meet specifications of home economists themselves, it is now in use in many schools and colleges. Teachers call it the "most practical piece of sewing class equipment ever."

Saves room—lets you get more machines into limited space. Saves money—eliminates need for extra furniture. Heads drop down out of the way when not in use. Makes your classroom more attractive, your teaching easier!

**Provides machines for 2 students,
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- Holds two full-sized **SINGER*** Sewing Machines.

For the best in drama on TV—tune in to the "SINGER FOUR STAR PLAYHOUSE"—consult your local newspaper for time and station.



- Allows ample room for 2 students to stitch, while two others work.
- Four drawers for sewing supplies.
- Built-in knee levers.
- Sturdy 5-ply construction, durable Formica top, blond or walnut. Size: 60" x 42" x 30".



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- Top becomes smooth, continuous cutting and work surface. (An excellent desk if room is also used for study.)

Comes with any regular **SINGER** classroom head—at special school discount!

For free folder—giving specifications of new **SINGER*** Table and suggested classroom layouts, mail this coupon.

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THERE'S ONE NEAR YOUR SCHOOL

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WASHINGTON SCENE

news from the Capitol affecting education

The Mid-Century Conference on Resources for the Future met in Washington in December to examine the natural resources position of the United States, and to anticipate the status of these resources during the next 25 years.

The conference brought together nearly 1,500 industrialists, labor officials, business men, social and physical scientists, government officials and educators, together with foreign observers. It was financed by grant from the Ford Foundation.

Educators attending the conference expressed the opinion that too little attention was given to the human resources of the nation as a factor in the well-being of the nation's future.

The conference proposed a balance in the management of the natural resources among public and private agencies, and among the various governmental agencies themselves—local, state, and national.

The conference objected to a high degree of centralization in resources planning and management, which it felt violated American political tradition, the spirit of the American people and the organization of American society.

The new Congress will go to work in earnest on legislation which would exempt the first \$1,500 of the retirement income of all persons from income tax. Because a large number of teachers fall in this grouping, the measure is of primary concern to educators. The NEA Legislative Commission is giving the bill, HR 5180, its strong support.

A regional clinic on balancing teacher supply and demand was held by the National Commission on Teacher Education and Professional Standards at NEA headquarters recently.

Milson C. Raver, executive secre-

tary of the Maryland State Teachers Association, reported on a study made in his state of the reasons teachers leave their jobs. Meager salaries was the most common cause, nearly one-fourth of the teachers responding stating this reason.

Other dissatisfactions included too many meetings; heavy teacher loads and lack of time for personal growth and relaxation; burdensome reports, records and other clerical duties; discouragement over pupil progress and attitudes and lack of materials with which to do the best job.

Two years ago, the President of the United States appointed the National Security Training Commission. Its objective was to propose a plan of universal military training. Its first reports were short of the final details for such service.

The latest report proposes to substitute compulsory military training of all youth for the selective service plan now followed. It is expected that the issue will be hotly debated on both sides.

Most important judicial question in Washington remains the Supreme Court's awaited decision on segregation of the Negro and white races in American public schools. Some form of separation exists in seventeen states and the District of Columbia.

The case against segregation is based upon the contention that the rights of segregated citizens are violated under the Fourteenth Amendment, or, as in the case of the District of Columbia suit, under the Fifth Amendment. The Fourteenth bars states from depriving persons of certain rights; the Fifth prevents the federal government from withholding similar rights.

Both sides emphasize the intent of the Constitution's framers. Did they,

or did they not, mean the amendments to bar segregation in schools?

The states and the District advocate the retention of some type of segregation on the ground that there is nothing in the legal history of the amendments to indicate that they were to apply to racial separation in schools. They ask that, if separate schools are declared unconstitutional, the change be made gradually and should be supervised by lower federal courts in the affected areas.

Negro litigants, mostly parents or representatives of Negro organizations, contend that the clear purpose of these amendments was to do away with all restrictions based on race. This stand was taken in a brief filed by Herbert Brownell, U. S. Attorney General.

They further urge that segregation be eliminated with dispatch, effective as of the fall school term of 1954.

A decision is expected some time next spring. The November (p. 54) and January (p. 109) issues of *THE SCHOOL EXECUTIVE* covered legal and local aspects of this question.

Work has begun on a new \$5 million educational center to be erected by the National Education Association in the nation's capital. A contract for the first eight-story unit of the new structure was awarded during the closing days of the old year, amounting to \$1.32 million.

The new NEA headquarters is being paid for by contributions from American teachers and friends of education. Contributions are being made in sums ranging from small amounts up to \$1,000.

The building will be modern in structure and equipped with up-to-date facilities. Completion of the first unit is expected within a year. The entire plant will take five years to build and will accommodate 1,000 persons.

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WRITE FOR CATALOG S-542

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SCHOOL LUNCH



These youngsters spend lunch-time in a bright, tastefully decorated room, serving also as a library. They selected the warm rose color of the walls; their committees paint daily menu posters, arrange for guests, chose appropriate recorded music and help with school-community affairs. Gaily-aproned mothers and teachers join them in cafeteria-centered activities.

Maury Combines Learning with Gracious Living

by MARGARET SCHACHT

ONE of the highlights in daily living at Maury School is the time when children, staff and guests gather to dine. For the keynote of our cafeteria-library is harmonious and

gracious living in a pleasant and stimulating environment.

The room itself is large and bright, housing not only the cafeteria, but the school library as well. The walls are painted warm rose, a color selected by the students themselves to replace the former uninspiring dark brown. Sunshine streams through the many windows, casting

dancing shadows through colored bottles which have been placed on glass window shelves.

To add comfort and interest in design, the new blond oak tables and chairs have been selected for their varying heights and shapes, conforming to the shape of the room itself. Rectangular, octagonal and trapezoidal forms supplant the usual monotony in table arrangement.

The library is closed for book circulation for an hour and forty-five minutes each day, but its main purpose, that of helping children to know and love books, goes on even as the cafeteria functions. Bulletin boards and book displays not only sell the librarian's wares, but make the book-lined walls an ever-chang-

Miss Schachte is acting librarian at the Maury School in Richmond, Virginia.

LUNCH

ing object of curiosity for children and teachers.

The time allotted for food services is divided into three periods, with the youngest children eating first, followed by two older groups. Both service counter and kitchen are located in adjacent rooms. After the children have been seated, the four doors leading to this area are closed. Thus, the youngsters are free to enjoy their luncheons in quiet sur-

roundings, cut off from unavoidable kitchen noises. Sound-proofed ceilings help ensure peace. Students are encouraged to use soft, conversational tones to make dining pleasant for the many sharing the cafeteria at one time.

We at Maury feel that the cafeteria should be a rich source of learning as well as for gracious living. Well-balanced, low-cost meals are served daily. Children are

taught the value of balanced lunches, and are encouraged to eat everything served to them. A pair of gaily-aproned mothers assist teachers in this task every day.

An outstanding feature of our lunch program however, is the large degree to which pupils themselves participate actively in planning and setting-up daily activities.

Every morning, a committee of older children obtain the day's menu from the dietician, and print it on a decorated chart. Copies of the menu are taken to each school classroom. The chart for the day is posted on a bulletin board outside the cafeteria.

Select records

Other student committees select recorded music to be played during lunchtime, make arrangements for guests and assist in the organization of all-school, cafeteria-centered affairs.

Students with invited dinner guests sit at the cafeteria guest table. On one particular day, one might find at this table a boy and his father who has recently returned from Korea, and a classmate entertaining her visiting grandmother.

The child host asks friends to join the group, and then notifies the guest table committee, which arranges place cards and mats with floral arrangements in honor of the occasion. A placard in the cafeteria is then prepared by another committee, announcing the visitor's name, and presenting an interesting bit of information about him. Entertainment of the guest is left to the young host or hostess.

At one point during the meal, a string of lovely old Indian bells is softly jangled. Conversation stops as the children hear recorded music selected by a committee for its appropriateness to the occasion.

Community events

The Maury cafeteria-library has many warm associations for students, teachers and friends, for it

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Capacity 20 lbs.; Height 21"; Delivery Chute 3"; Diameter 15"; 115 Volt — 60 Cycle; Weight 54 lbs., approx.

Peel 60 lbs. of Potatoes by Hand and You Serve Only 40 lbs. and It Takes 1 Hour.

Peel 45 lbs. of Potatoes with UNIVEX — You Will Serve 40 lbs. and It Only Takes 3 Minutes.

You Save 55 Minutes in Time You Save 15 lbs. Potatoes

This UNIVEX mixer does MORE than others... costs LESS than others

Made by the makers of the famous UNIVEX Bench Food Mixer that saves time and blends mixes better. Capacity 22 quarts. Has planetary action and variable speeds and automatic time controls.

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MODEL 1222

\$339 50

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Announcing The NEW Ford School Bus Safety Chassis for '54

First again in low-budget economy with safety that exceeds all requirements

New B-Series Ford School Bus Safety Chassis are designed, built and tested to exceed the high standards set by the National Education Association. For school bus operation—for any type of similar bus operation—the new Ford Safety Chassis meets every requirement of reliable, low-cost service.

New engines—new chassis to match your transportation requirements

Now it's possible to buy the bus that's just right for your school in power and seating capacity. Five new Ford Safety Chassis give you a wheel-base range from 154 to 233 inches, to accommodate bodies from 36-passenger to 61-passenger capacity. Four new overhead-valve, high-compression, LOW-FRICTION engines—three V-8's and a Six—give you a power choice from 115 to 152 horsepower.

Your Ford dealer will be glad to give you advice on the chassis-engine combination that will best suit your particular needs. He can give you advice on bodies, too. All school bus body builders make bodies for Ford Safety Chassis—another indication of Ford's wide popularity.

New Power Steering

New Master-Guide Power Steering—available on the big Series B-750—automatically cuts steering effort as much as 75%, keeps road shock from reaching the steering wheel. Friction-reducing Roll Action steering gear standard on all models. Only Ford gives you so many features important to safe, economical service.

MAIL THIS COUPON TODAY!

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not only recalls pleasant daily luncheons, but *all-school* and *community* events as well.

Harvest trimmings and a carnival air fill the room in late autumn as Maury invites the community for a gala event.

Hot dogs and pop, cake, candy and candied apples send forth their luscious smells as the cafeteria becomes a meeting place for young and old, teacher, pupil and parent—

joined together for Carnival fun.

In December, once again the cafeteria beckons the Maury community. On this occasion, the spirit is less gala, but warm and inviting, rich with meaning. Christmas-time brings us together around the fir tree in the school yard to sing the carols of the season.

The cafeteria glows with candlelight, and the rich aroma of hot chocolate invites us in as the strains

of *Silent Night* echo through the halls. Yes, the cafeteria holds pleasant memories of Christmas Candle-light Teas.

Sometime after the New Year, Maury cafeteria takes on a decidedly masculine air. For weeks boys and girls at the school have been busy designing invitations, making mats and place cards—each eager to prepare a place for his father. Fathers' Night Dinner at Maury is Dad's night out. Maury teachers and fathers only, join students at the cafeteria that night. Good fellowship and good food is the order of the evening, with our superintendent there to lead in the talk and fun.

SE-454

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This rugged, versatile machine assures excellent results in classroom, gym, corridors, shop or lab . . . costs you less to buy . . . is easier to use . . . and cuts down expense. Used by large and small schools.

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Tribute to teachers

The June Breakfast is a tribute to all who have a share in Maury. Most particularly, however, teachers are honored.

At this time, faculty members invite friends to join them at the event. Mothers serve as waitresses, and the children present a program for teachers and guests immediately following breakfast.

The philosophy of Maury Cafeteria, then, is one that could well set the pace for our entire school: *daily social living-together*.

Our cafeteria is just one means of providing gracious living for our children. We believe that living with art is an impetus to learning, and because we believe this, we are constantly striving to bring art into every phase of school life, whether it involve walking through the halls, viewing pictures on the walls or managing and organizing the pattern of a school cafeteria.

Learning situation

We have problems, but the recognition and solution of these is all part of the learning situation. Perhaps the greatest tribute to our cafeteria is the pride we take in it and the eagerness with which we all go about solving problems which may hamper its effectiveness.



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recent publications the school administrator will want to read, to pass along to associates, or "to have heard of"

The Claims of Sociology: A Critique of Textbooks

By A. H. Hobbs, *The Stackpole Company, Harrisburg, Pennsylvania, 1951, 185 pp., \$2.75.*

Severe criticism is directed at basic sociology textbooks by Professor Hobbs of the University of Pennsylvania, who has taught undergraduate and graduate courses in sociology for over a decade.

After a study of textbooks for the most popular sociology courses, the author concludes that "textbook sociology" is professionally unacceptable. He deplores the subtle sophistry by which authors incorporate their political or humanitarian prejudices under the "protecting banner" of scientific objectivity.

He urges that authors of sociology texts emphasize the theoretical nature of sociology, confine themselves to impartial description of social process and organization, and restrain their zeal to reform society.

Societies Around the World

Edited by Irwin T. Sanders, *The Dryden Press, New York, 1953, 528 pp. and 608 pp. in two volumes, \$5.90 each.*

Societies Around the World is the teaching content of a social science course for beginning students at the University of Kentucky. It was developed there by a group of social scientists — anthropologists, sociologists and geographers.

Biological and social man is presented within the framework of his peculiar cultural and geographic habitat. By this integrated approach to the social universe, it is hoped that students will develop a more mature, comparative judgment on societies in general and will be better prepared for further work in history, government, and related fields.

Rounded, dynamic studies are offered on six disparate cultures. The

vivid and interesting materials are as commendable as the idea behind the project.

The Eskimo, Navajo and Baganda societies are treated in Volume I. Volume II, especially illustrative of social change, is concerned with the Chinese peasant, the American cotton south and the English midlands.

Elementary School Transfer

By O. W. Kopp, *Bureau of Publications, Teachers College, Columbia University, 1953, 83 pp., \$2.50.*

The importance of school transfer problems and procedures is treated by Dr. Kopp, with figures from the Bureau of the Census reporting that in 1945-46 well over a million elementary school children were migrants, moving across county lines.

His concern with the problem was heightened by results of a study he undertook. Of the educators responding to a questionnaire Dr. Kopp mailed out, only 15 percent regarded such high incidence of transfer as a professional responsibility.

Transfer principles and practices are discussed in terms of the welfare of students, and procedures are suggested to make the process an integral part of the educational program.

Modern School Shop Planning

Prakken Publications, *Ann Arbor, Michigan, 1953, 113 pp., \$2.50.*

From recent issues of *School Shop* magazine, articles were selected to give a rounded coverage of trends in planning, renovating and equipping school shops. Some of the reprinted articles are by recognized shop experts; others are drawn from recommendations of various agencies concerned with industrial arts facilities or safety programs.

The paper-bound collection retains magazine format and characteristics

—illustrations are numerous and good. Advertisements fill the last 26 pages.

Supervision in the Elementary School

By Edwin H. Reeder, *Houghton Mifflin Company, Boston, 1953, 386 pp., \$4.00.*

Professor Reeder of the College of Education, University of Illinois, sees supervision a catalyst, relating actual classroom practice to sound principles of education. The textbook gives a logical discussion of the aims and functions of supervision, then suggests practical ways of putting theory to work.

Although inter-school supervision is treated in special chapters, the book's focus is on the supervisory principalship. Line-officer staff relationships are roundly scored: the importance of democratic leadership is stressed.

Managing the School District Insurance Program

American Association of School Administrators, *1201 Sixteenth St., N. W., Washington 6, D. C., 1953, 24 pp., 50¢.*

Fundamental principles of planning and administering a sound school insurance program are capsule for easy reading. Various types of insurance are described, and advice is offered on amount of coverage needed, budgeting and distributing policy payments and keeping insurance records.

Construction of Educational And Personnel Tests

By Kenneth L. Bean, *McGraw-Hill Book Company, New York, 1953, 231 pp., \$4.50.*

This solid manual for test research workers, professors, and civil service examiners offers a working knowledge of the basic principles of test



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Wall Center, U.S.A.—that's what they're calling United States Plywood Corporation. Among the wall coverings described below, you will find a solution to almost any wall problem—problems, for instance, like these:

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2. Kalitex on bedroom wall Hotel Roosevelt, N.Y.C.



3. Teak Flexwood law office of Miller & Burstein, Bridgeport, Conn. Architect: Victor Civkin.



4. Randomwood used in a home in Chappaqua, N.Y. Contractor: Joseph Cerrone.

1. Kalistron A transparent vinyl "coat of armor" shields this rich wall covering... its color is fused to the underside. Virtually impervious to scratches, scuffs, stains, rough-house. A damp cloth cleans it. 33 colors. Ideal in hospitals, theatres, restaurants, schools—wherever traffic is heavy—and careless.

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3. Flexwood Genuine wood paneling in flexible form. Hence, you can curve it, wrap it around posts, get stunning matched grain effects over wide areas. Meets any fire code requirement. Over 25 million feet installed on new construction and alteration jobs. Every installation guaranteed. Widely used in banks, offices, public rooms, etc.

4. Randomwood Similar to Flexwood except the shading of the wood varies, giving an interesting "random" effect. Use it where imagination is high but budget is low. Hangs easily, like wallpaper. For a whole room or a dramatic single wall, in homes, small offices, anywhere. First cost is last cost for years.

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construction. It concentrates on common problems of setting up and evaluating aptitude and achievement tests, does not review existing tools of ability or achievement measurement.

The author teaches psychology at Baylor University. For several years he has served as consulting psycholo-

gist for a state public personnel agency.

An Introduction to Elementary Education

By C. V. Millard and Albert J. Hugget, *McGraw-Hill Book Company, New York, 1953, 365 pp., \$4.75.*

To orient students, yet not "skim the top" from later courses, this introductory text on elementary education takes an overall view of the field, its beginnings, trends, and

basic area of concern.

Divisions are on school, child and colleague; school and society; the teaching profession; and qualifications and opportunities in the field. The authors teach at Michigan State College.

Personnel Administration for Libraries; a Bibliographic Essay

Ralph E. McCoy, *Chairman, subcommittee of the Board on Personnel Administration, American Library Association, Chicago, 1953, 97 pp., \$2.25*

Recent literature bearing on the selection and development of library personnel is surveyed here for library administrators.

The materials give a broad picture of current personnel doctrines and techniques, and offer guidance on specific personnel problems. References cover public, school, college, and special group libraries.

The essay form in which the bibliography is presented permits full discussion of articles by broad subject organization.

OTHER PUBLICATIONS AND PAMPHLETS

The editors have selected the publications listed below as worthy of the administrator's attention. Those of particular value appear in heavy type.

Instructional Program

Science for Today's Children

suggests programs for teachers, principals, and administrators "in this age of air travel, television, nuclear physics, and frozen foods." Thirty-second yearbook edition, *The National Elementary Principal*, Vol. XXXIII, No. 1, NEA. Price: \$3.00.¹

Teaching Arithmetic in the Modern School, second of a series of annual publications, includes a chapter on the exceptional child along with other material pertinent to elementary schools. Prepared under the direction of Dr. Vincent J. Glennon, Bureau of School Serv-

SE-438

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¹Pamphlets published by National Education Association departments may be obtained by writing to 1201 Sixteenth St., N. W., Washington 6, D. C.

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Book Shelves — On either side. Put these desks two to a row — save an aisle. Stagger your classroom seating — a multitude of arrangements.

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We believe that there is no other desk on the American market which offers your intermediate-grade students more privacy or comfort — *plus* such large working areas, wide classroom utility and fine workmanship. Inspect it personally — write or wire your American Desk dealer for a demonstration *before* you specify classroom furniture.



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ice, School of Education, Syracuse University, Syracuse 10, N. Y. Price: \$2.00.

Mathematics in Public High Schools, is a survey of the national scene to compare with local conditions, and provide a basis for needed improvements. *Bulletin 1953*, No.

5, Office of Education. Price: 20¢.¹

Home, School and Community Experiences in the Homemaking Program

guides the homemaking teacher in integrating such experiences with the class program. *Vocational Division Bulletin No. 252*, Home Economics Education Series No. 29, Office of Education. Price: 25¢.

Your Equipment Dollar, a guide to



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Would you like to get extra years from your present gym floor? Even though it may be old and worn, you can prolong its useful life for many years with Seal-O-San Gym Floor Finish.

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home appliance planning and buying, gives pointers in choosing refrigerators, ranges, dishwashers, etc. Helpful in advanced homemaking programs. Consumer Education Department, Household Finance Corporation, 919 N. Michigan Ave., Chicago. Price: 10¢, free to libraries.

Citizen and School

How Can We Get Enough Good Teachers?

is designed for use by citizens' groups in communities facing teacher shortages. Fourth in a series of working guides. National Citizens Commission for the Public Schools.²

How Can We Organize for Better Schools?

a handbook written to help community groups make united action effective. Revised edition. National Citizens Commission for the Public Schools.

How Have Our Schools Developed?

presents historical background of the places our schools have held in community life and tells how the people have shaped their schools. National Citizens Commission for the Public Schools.

A Citizen's Guide to the New York City Schools,

does a good job explaining the vast and complex school system of New York. Public Education Association, 20 West 40 Street, New York 18. Price: 25¢.

Causes of Public Unrest Pertaining to Education

contains selected addresses and statements presented at the Harvard Summer School Conference on Educational Administration last July. Edited by Raymond F. Howes, staff associate, American Council on Education, 1785 Massachusetts Avenue, N. W., Washington 6, D. C. Price: \$1.00.

¹Office of Education publications are available through the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

²Pamphlets published by National Citizens Commission for the Public Schools may be obtained by writing to 2 W. 45 St., New York 36.

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Hundreds of School Administrators are providing the *Value-Plus** of VIRCOLITE Plastic Top School Furniture!

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Lifetime Plastic Tops are a result of laminating a 1/16 high-pressure, high-density plastic sheet, under pressure to a 7 ply core. The result is:

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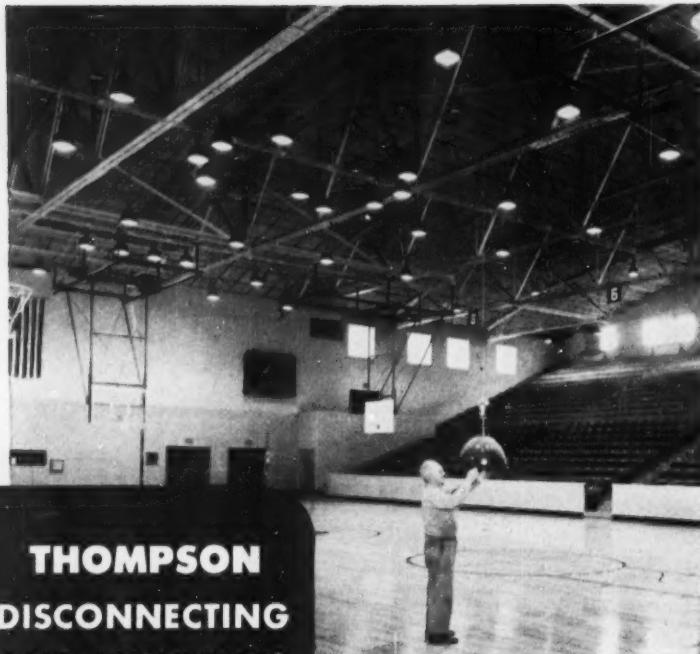
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LETTERS

(Continued from page 15)

Best summary yet

TO THE EDITOR: You have done a superb job of planning and editing the January *SCHOOL EXECUTIVE*. In my opinion this issue presents the best summary of significant events of the year that has yet been published for any year in educational journalism. In this job you have excelled everybody in the field in foresight as well as insight.

HOWARD A. DAWSON

Executive Secretary

Dept. of Rural Education

NEA

Washington, D. C.

Stimulating

TO THE EDITOR: Congratulations on one of the best issues of *THE SCHOOL EXECUTIVE*. The January issue is certainly a most interesting and stimulating one.

FRANK G. DICKEY

Dean, College of Education

University of Kentucky

Contribution to literature

TO THE EDITOR: I think the January issue of *THE SCHOOL EXECUTIVE* will make a fine contribution to educational literature. It should be of great informational value to those interested in trends.

ROBERT W. EAVES

Executive Secretary

Dept. of Elementary

School Principals

NEA

Washington, D. C.

Useful in classes

TO THE EDITOR: You have done an excellent job with the January *SCHOOL EXECUTIVE*. In my opinion it is one of the best to date. I am sure it will be widely used not only by school administrators but also for classes in school administration.

EDGAR L. MORPHET

Professor of Education

University of California

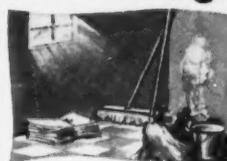
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THE SCHOOL EXECUTIVE

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- You can spray it or sprinkle it on brush, mop or dust cloth.
- Contains no emulsified oil—leaves no oily residue to darken, discolor, soften or bleed colors.
- Will not soften wax film or decrease frictional resistance.
- Won't load mop like other floor dressings. After using simply shake out brush or cloth and it's ready to use again. Saves on laundry and dry cleaning bills.
- Leaves floors cleanly fresh and dust-free, then evaporates.
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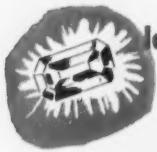
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LETTERS

Potent text

TO THE EDITOR: "School Administration in 1953" is a mighty potent text on school administration for the man in service. In addition to being very informative, it is indeed reassuring to note the rapid emergence of professionalization.

MARTIN W. ESSEX

Superintendent of Schools
 Lakewood, Ohio

Cineramic

TO THE EDITOR: I have read all of the January SCHOOL EXECUTIVE and wish to congratulate you and your staff on the conception of such an issue and on the general excellence of its contents.

It could have useful and widespread impacts. It has cineramic clearness in depth, scope and perspective. The few spots where it blurs are lost and forgotten in the total impression which dominates. The broad sweep and bold lines are well drawn and sustained by Keppel, Larsen, Masters and especially Hechinger and Melby. These last two have produced masterpieces.

It would be good if all Americans could read this issue for the information and perspective it gives. It would be good also, if somehow all of America could be given a view of what men like Melby and some others in and out of this issue foresee in some of the current rodent-like movements and the widespread apathy of the ordinary people.

If we in the profession know, we should tell somebody besides each other. If editors and publishers of newspapers and periodicals of general circulation would be more interested in and become better informed about the meaning and nature of public schools, the opportunities to tell the story would be greater.

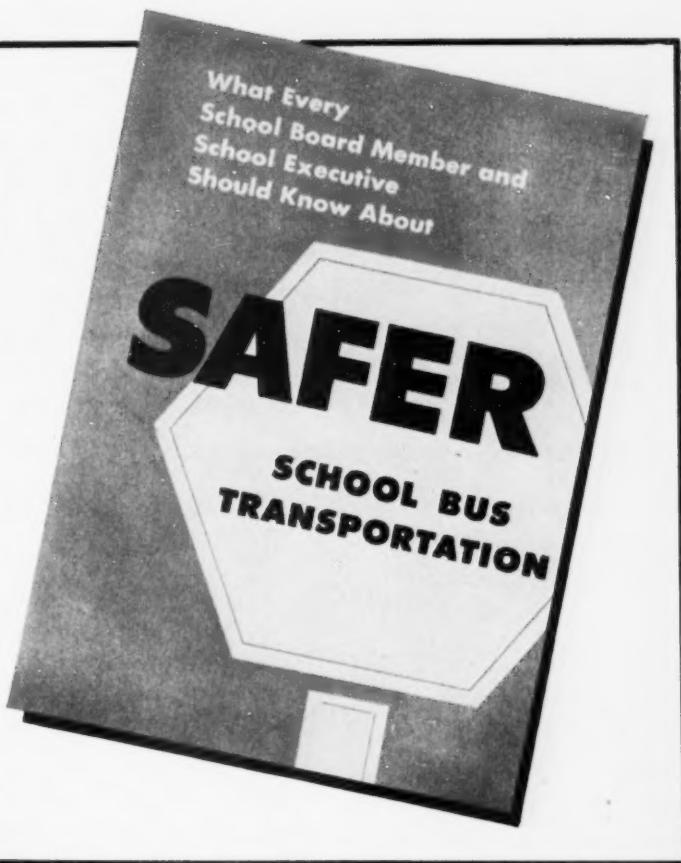
D. ROSS PUGMIRE

Professor of Education
 University of Oklahoma
 Norman, Okla.

SCHOOL EXECUTIVES AND BOARD MEMBERS:

*may we mail you this
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Many officials sharing the responsibilities of purchasing school equipment are faced with the dilemma of being experts in scores of fields—from desks to drawing boards from blackboards to buses. If yours is this same case, this booklet is designed for you . . . to help you form your purchasing decisions in one specialized and vital field—school bus braking. We feel the information contained in its pages will aid you in providing your students with the safety and security they may now be missing.



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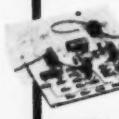
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Judged "Best Buy" among recording experts and educators. Features unique Push-Button Keyboard for instant recording with remarkably faithful reproduction. Has 2-speed dual-track recording mechanism and efficient erase system. Records up to 2 hours on a single tape. For instant play-back, just push a button; also has push-button control of forward, reverse and stop functions. Records with excellent fidelity from microphone, radio or phonograph. Plays back through built-in amplifier and high-quality speaker. Simple to operate. Compact, attractive. Complete with microphone, 600-ft. reel of tape and take-up reel. Shpg. wt., 29 lbs.

96 RX 590. KNIGHT Tape Recorder. Only

\$104.50

FAMOUS ALLIED BUILDERS' KITS



6-in-1 Radio Lab Kit

Amazingly instructive: builds receiver, broadcast, oscillator, signal tracer, wave generator, etc. With all parts, tube, instructions.

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"Wenger" AC-DC Radio Kit Popular 5 tube superhet radio project kit. Thousands used in shop training. Teaches radio construction. Complete with cabinet. 83 S 275. Only... \$17.85

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268-PAGE 1954 CATALOG



Send for the leading buying guide to everything in electronics for the school: Sound and Recording Apparatus, Training Kits, Lab Instruments, Tools, Books, Electronic Parts, etc. Write for FREE copy today.

ALLIED RADIO

100 N. Western Ave., Dept. S-B-4
Chicago 80, Ill.

NEW!... STAINLESS STEEL CASE

Master No. 1525

Thousands of combinations, with 3-number dialing, protect the student — yet only one school-owned master key opens every locker.

Master No. 1500

Same as No. 1525, but without key-control.



FREE — 4 page folder with complete information on both No. 1525 and No. 1500. Write today to Dept. B.

Master Lock Company,
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World's Leading Padlock Manufacturers

The LUMATHREAD HANDLE

Exclusive
CAST
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**HOLDS
FLO-PAC
FLOOR BRUSHES
FIRM THROUGHOUT
THEIR LONGER LIFE**

Flo-Pac Floor Brushes equipped with Lumathread Handles are available in sizes from 12" to 42", with a wide selection of bristles for all floor surfaces. Other Flo-Pac Products: Floor machine brushes, radiator brushes, toilet bowl brushes, floor and wall dusters, fountain brushes, yarn floor brushes, and many others.

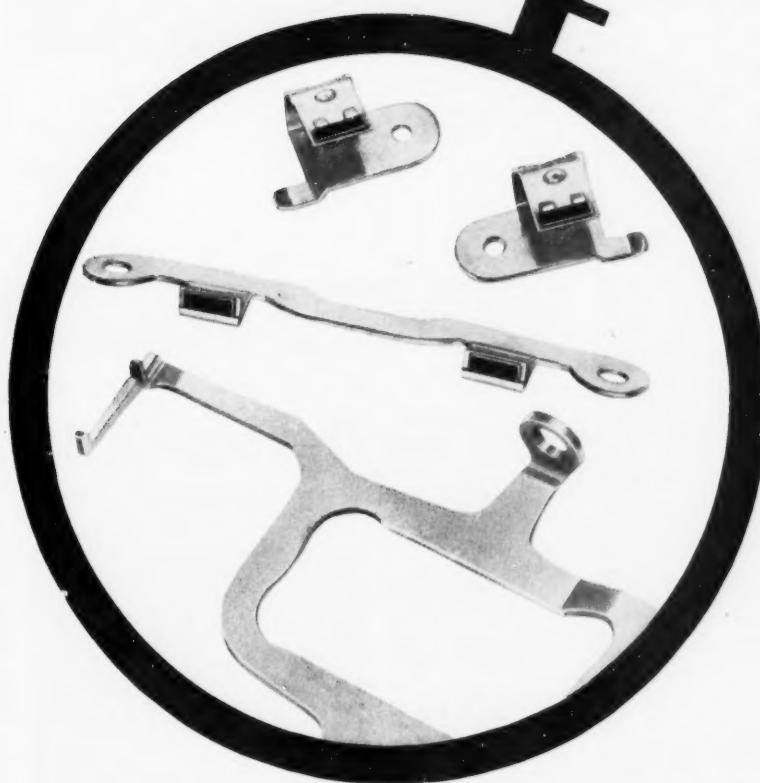
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**PACIFIC COAST
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750 hours in use...

**no
sign
of wear!**



*New Filmosound Specialist
with Sapphire jewel parts
cuts maintenance costs!*

Television station WSPD-TV in Toledo, Ohio, started using the heavy-duty Filmosound Specialist 16mm recording projector on November 6, 1952. Twenty-four weeks later—after 1,584,000 feet of film had been shown with this Specialist—Bell & Howell examined it to detect any signs of wear. Even under a magnifying glass not a single worn spot was visible on the critical film-handling parts!

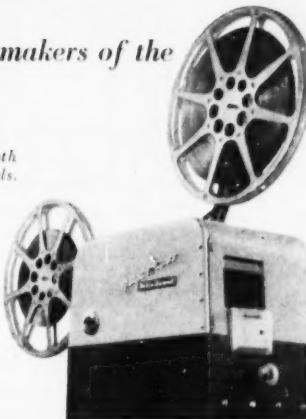
Wear on the critical parts (shuttle, guide rail, and film tension clips) of a projector causes picture unsteadiness and costly maintenance. But the sapphire jewels in the Filmosound Specialist protect these critical parts . . . ensure clear, easy-to-watch movies . . . give the Specialist 400% longer life than an ordinary projector!

To meet your particular 16mm projection needs, many more exclusive features may be added to the basic unit. Filmosound Specialists are sold exclusively by your Bell & Howell Special Representative. Mail coupon for full information.

Bell & Howell
makers of the

world's finest motion picture equipment

Filmosound Specialists are available in both standard sound and magnetic recording models.



Bell & Howell Company, Dept. B
7109 McCormick Road
Chicago 45, Illinois

Please send me, without cost or obligation, complete information on the Filmosound Specialist and the name of my Bell & Howell Special Representative.

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Organization _____

Address _____

City _____

County _____ State _____

NOW **Rauland** ALL-FACILITY
Central Control Dual-Channel
SCHOOL SOUND SYSTEMS

Unsurpassed Educational Tool: The RAULAND S220 All-Facility Console gives you modern, smooth administrative control of the entire school plant. Available to serve up to 80 rooms, the system performs every conceivable function: distribution of administrative information, radio broadcasts, recorded music, school entertainment, instruction—plus instant 2-way intercommunication with all classrooms. Available also in S120 Console model, less desk. The last word in School Sound—quality-built to remain modern for years.

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Send full details on RAULAND School Sound Systems. We have.....
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Snyder Steel Stands are designed, engineered and constructed to insure safe seating so, when planning any installation regardless of size, specify Snyder Steel Stands. Estimate or help in planning available to you at any time without obligation.

For further information write

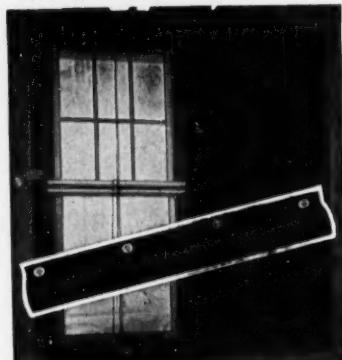
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**PORTABLE
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Portable PAKFOLDS make every room a visual education room! One set of PAKFOLDS serves throughout the building. PAKFOLDS attach instantly . . . no ladders to climb; no screws or complicated mechanisms. Available for large or small windows, in any length or width.

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What's NEW in office typewriters?

... Everything!



... it's the ALL-NEW
Smith-Corona
"Eighty-Eight" SECRETARIAL

Smith-Corona Inc Syracuse 1 N Y, Canadian factory & offices, Toronto, Ontario. Makers also of famous
Smith-Corona Portable Typewriters, Adding Machines, Cash Registers, Vivid Duplicators, Carbons & Ribbons.

Paved Areas made smooth, colorful, resilient with

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WALK-TOP

Factory-compounded in fast colors—Black, Red, or Green—Economical—Easy to Apply—Long-Lasting

Walk-Top—applied cold—offers an economical, yet profitable seal for all surfaced areas. In all parts of the country, Paving Contractors and "Hot-Plant" operators stock Walk-Top to supply the current demand for smooth, colorful seal that is grit-free, resilient and weatherproof.



Green Walk-Top surrounds the Statue of Liberty on Bedloe's Island, New York



Home-owners are proud of their neat, distinctive "Walk-Top sealed" driveways

FOR PLAY AREAS—From coast to coast, Walk-Top is standard for sealing school yards and other play areas. (San Francisco sealed over 2,000,000 sq. ft. last year!)

WALKS AND PARKING AREAS—Walk-Top is used extensively to provide a smooth, fast-draining and void-filling seal.

FOR DRIVEWAYS—For a clean, enduring and colorful seal, apply Walk-Top cold over the old pavement with brush or squeegee.

Walk-Top is available through Dealers and Contractor-Distributors.

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SE-412

It's the **CLICK** that counts

For quickest and easiest operation, plus economy, security and durability — it's the Gouger Keyless Lock. In the dark or in the light, just Count the Clicks — presto, it's open.

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Available with or without Master Key

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School Furniture and Equipment

Three fine products for your school — 8080 Metal-Edge Drawing Board, C7702 Art Table, C7703-B Drafting Table. Complete information on request.

Symbol of **MAYLINE** Superiority

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MAYLINE



Maximum light distribution at low cost is achieved by installation of $\frac{1}{8}$ " Mississippi Pentecor glazed in vertical sidewall sash. Glazier: Rainbow Glass Co., St. Louis, Mo.

Brighter classrooms mean better pupils... and architect Kenneth E. Wischmeyer (AIA) has taken advantage of all the excellent properties of Pentecor Glass in the new, modern Clopton High School, Clarksville, Missouri. Installation of Pentecor, translucent, light diffusing glass by Mississippi, provides the maximum in light distribution... floods entire classrooms with plenty of undistorted, softened, natural light. It makes classrooms and gymnasium appear more cheerful and spacious... makes seeing tasks easier, aids concentration, helps make learning fun. In this modern structure, a vision strip in two lower lights avoids lack of visual contact with outdoors—contributes to an "open area" feeling.

Give your students brighter prospects when you build or remodel. See how figured glass can add beauty and utility to your interiors and exteriors... dispel shadows... help protect precious young eyes. Mississippi constantly tests its patterns for proper school lighting qualities in its experimental classrooms. The results of this research and the recommendations of our technicians are available to you to help solve your glazing problems. Specify glass by Mississippi.



see our catalog in
ARCHITECTURAL FILE
or write for copy

LET THERE BE
Light
...and plenty of it!



Clopton High School, Clarksville, Mo., Architect: Kenneth E. Wischmeyer, St. Louis, Mo., Contractor: Brockmeyer Construction Co.



Daylighting in gymnasium is improved with Mississippi Pentecor Glass.

MISSISSIPPI *Glass* COMPANY

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NEW YORK • CHICAGO • FULLERTON, CALIF.



Mississippi Glass is available in a wide variety of patterns and surface finishes. There is a school-tested pattern to meet your requirements, in line with your building budget. Write today for free catalogs.

WORLD'S LARGEST MANUFACTURER OF ROLLED, FIGURED AND WIRED GLASS



For greater safety,
handling ease, and adaptability...

Give me the Polisher-Scrubber with **THESE EXTRAS!**



The combination of extras at right not only wins the appreciation of maintenance men, but appeals to thrifty, safety-minded management as well. In operating a 600 Series Finnell, no effort is required to hold the feather-touch safety switch to 'on' position. And the switch works with either hand from either side of handle! When grasp is released, the switch automatically disengages and the machine stops. Brush-propelled, it glides over the floor with virtually effortless guidance. True

balance is attained through proper distribution of weight per square inch of brush surface in relation to thrust and brush speed. Indicative of the quality construction of a 600 Series Finnell are: G. E. Drip-Proof Capacitor Motor (furnishes abundant power) . . . worm gear of special phosphorus gear bronze, meshing with worm of hardened, ground, and polished gear steel . . . New Departure Ball Bearings. Although essentially a polisher-scrubber, with suitable accessories the machine can also be used to apply wax, dry-scrub, steel-wool, sand, and grind.

Another of the extras offered by Finnell is nation-wide service! There's a Finnell Floor Specialist and Engineer near you to help solve your particular problems . . . to train your operators in the proper use of Finnell Equipment . . . and to make periodic check-ups. It's also good to know that Finnell makes everything for floor care! For demonstration, consultation, or literature, phone or write nearest Finnell Branch or Finnell System, Inc., 3102 East St., Elkhart, Ind. Branch Offices in all principal cities of the United States and Canada.



FINNELL SYSTEM, INC.

Originators of Power Scrubbing and Polishing Machines



BRANCHES
IN ALL
PRINCIPAL
CITIES

New Product

Reviews

Fluorescent Fixture SE-501 *Lamp Spacings Can Be Changed*



The Plymouth is a new development in the fluorescent lighting fixture field. Its outstanding, over-all illumination is enhanced by the luminaire's smooth, graceful lines that harmonize with any surroundings.

This unit is equipped with Smithcraft's socket holder bridge, a device that makes it possible to change the number of lamps or lamp spacings at any time. This means that the intensity of illumination can be varied to meet existing or changing requirements, without removing the fixture.

The Plymouth has general diffuse light distribution, with sides and bottom shielded by ribbed frosted prismatic glass panels to assure an extremely comfortable low brightness.

SMITHCRAFT LIGHTING DIV., Chelsea, Mass.

Refill Blocks SE-502

For Hild Floor Scrubbers

When the bristles become worn on a Hild Model C or UC Floor Scrubbing Machine, the "Shower-feed" Brush can now be refilled in five minutes or less, using only a screwdriver. The brush is now being

made in two parts—a permanent, aluminum brush back to which is attached a wood-back refill block. When the bristles become worn, the user merely removes eight screws, discards the worn block, and attaches a new refill block in its place.



The blocks are made with a special laminate which does not warp or swell and resists the chemical action of soaps and detergents.

HILD FLOOR MACHINE CO., 740 W. Washington Blvd., Chicago 6, Ill.

Gymstand SE-503

3-Row Unit Holds 36



Economical bleacher seating and rapid portability are the features of the new 3-row Gymstand developed by Sico Grandstands, Inc. At 16"

per seat, the 3-row unit holds 36 people. As in the case of other Sico Grandstands, all units are convertible for both indoor and outdoor seating.

The Waco "Speedlock" process for fast assembling or dismantling of the unit is used. The sturdy, cross-braced steel supports and select No. 1 Douglas Fir 2" x 10" planks store in a minimum of space.

SICO GRANDSTANDS, INC., Dept. KP, 3565 Wooddale Ave., Minneapolis 16, Minn.

Metal Doors SE-504

Feature Removable Mullion



The heavy rolled steel tube that forms the mullion between these Fenestra doors can be quickly removed to provide a wide, unencumbered opening for moving large equipment in and out of a building. It is made of a heavy rolled steel tube section 2" square and $1\frac{1}{8}$ " thick.

In addition, the doors are equipped with heavy-duty, rim-type panic exit bolts.

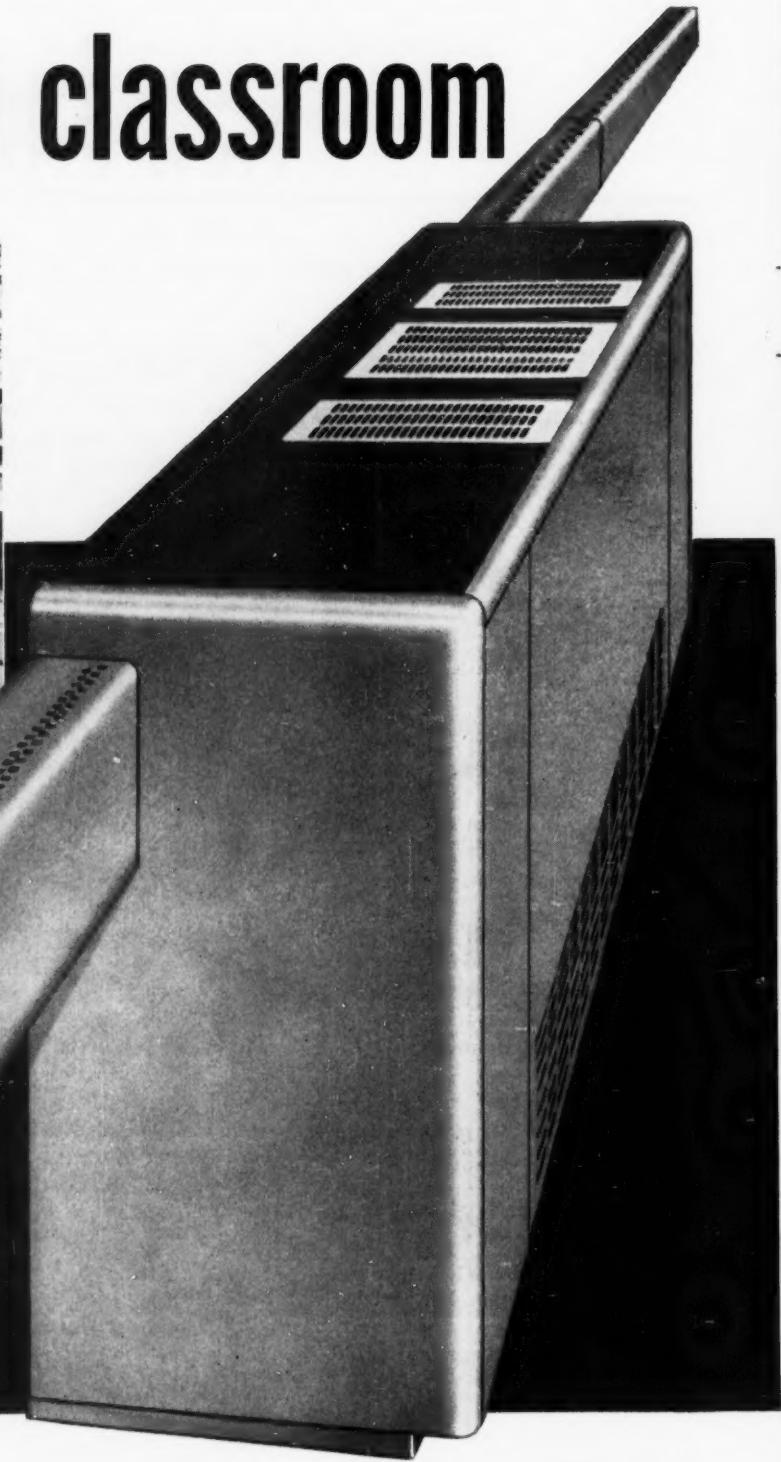
DETROIT STEEL PRODUCTS CO., 3261 Griffin St., Detroit 11, Mich.

(Continued on page 160)

Now! Stop classroom



*Available with...
or without shelving.*

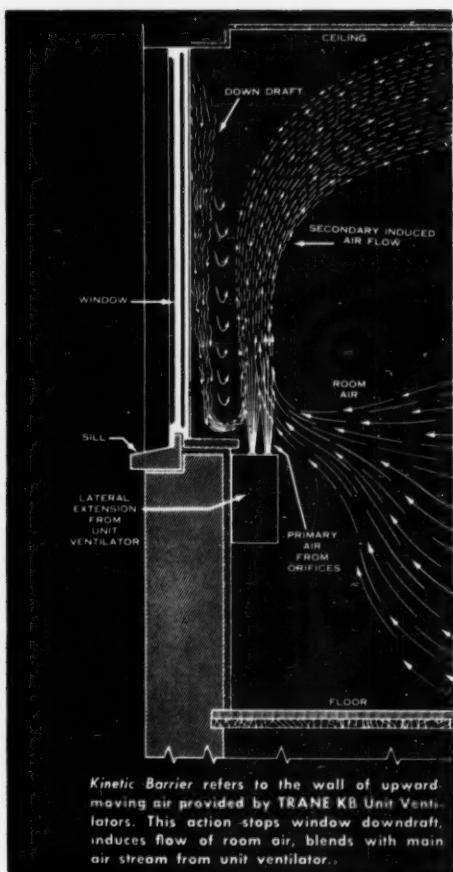


The exclusive new **TRANE**

MANUFACTURING ENGINEERS OF AIR CONDITIONING, HEATING AND VENTILATING

drafts before they start!

New! Exclusive TRANE Unit Ventilator System creates Kinetic Barrier which (1) stops window downdrafts every minute room is occupied, (2) improves distribution of heated and ventilated air, and (3) operates quietly —virtually noise-free.

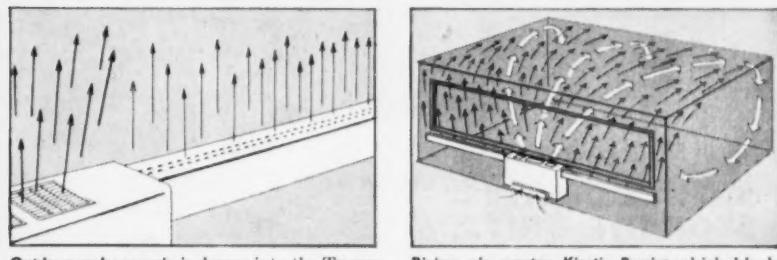


Not since the first unit ventilator has there been such a significant improvement in school comfort.

The new TRANE Unit Ventilator System actually accomplishes what architects, engineers, contractors and school authorities have long agreed would be the ideal.

How TRANE System differs. The use of *warmed* air for intermittent "blanketing" of windows during the heating cycle has been common practice for many years. However, this still leaves pupils exposed to downdrafts since *cooling* is required about 75% of the time due to high heat gains. The new TRANE system differs in that it is effective *at all times*—during cooling as well as heating cycles. *It operates every minute the room is occupied . . . even when the heat is off.*

HOW TRANE Kinetic Barrier SYSTEM WORKS



Outdoor and room air is drawn into the TRANE Unit Ventilator in desired proportions where it is blended, filtered and brought to the proper temperature. It is then forced upward from the central unit and from lateral extensions along the entire window wall.

Rising air creates Kinetic Barrier which blocks drafts at source, draws room air to ceiling. These air streams blend and circulate around room in a continuous draft-free cycle. Air fans out from central unit, assists air from extensions to penetrate every corner.

Report describes new system in detail. Just published. Contains results of an investigation of the TRANE Kinetic Barrier System of unit ventilation operating in an actual "problem" classroom during the winter of 1952. If you are concerned with modern schoolroom heating and ventilation, this report is "must" reading. Write for your copy today. The TRANE Company, La Crosse, Wis.

Trane matched products fit every school need . . . Convector • Wall-Fin Heaters • Volume Ventilators • Projection Heaters • Horizontal Unit Heaters • Force-Flo Heaters • Climate Changers • Compressors • Air Conditioners • Water Chillers • Fans • Coils • Traps and Valves.

Kinetic Barrier system of Unit Ventilation

EQUIPMENT • The Trane Company, La Crosse, Wis. • East. Mfg. Div., Scranton, Penn. • Trane Co. of Canada, Ltd., Toronto • 87 U. S. and 14 Canadian Offices.

Fluorescent Louvers SE-505
Reduce Lengthwise Brightness



The Para-Louver is an invention of Day-Brite Lighting to reduce the lengthwise brightness of a parabolic troffer by 50% without changing the efficiency of the fixture.

To do this, the parabola was di-

vided into segments and projected onto a flat surface; then a second series of parabolas with an axis to reflect the light upwards was designed to join the larger segments so that all of the light would be controlled.

DAY-BRITE LIGHTING, INC., 16 N. Ninth St., St. Louis 1, Mo.

Steel Folding Chair SE-506
With Air-Foam Seat

Lyon Metal Products steel folding

SE-337



**GRADE-AID "CUBBIES"
 SINK - COUNTER -
 STORAGE UNITS!**

GRADE-AID all-steel "Cubbies" provide the space-saving units needed by all primary and grammar classrooms: 1) a stainless steel counter top for easy-to-clean work space; 2) shelf units for material storage; 3) cubicles for pupil's individual storage needs; 4) stainless steel sink for classroom water supply and washing facilities. Available in any desired combination of units, in the specific height needed from kindergarten to high school!

MORE INFORMATION? SEND FOR CATALOG CU-2

**GRADE-AID CLAY
 STORAGE CART!**

The first mobile all-steel unit specifically designed for clay storage! The stainless steel (or galvanized steel) bowl holds a supply of clay ample for an entire class — the roomy compartment provides useful storage space. Supplied with cover to retain clay moisture and insure cleanliness. Unusually economical. Casters make it easy to handle. Will store in Grade-Aid "Cubbies", if desired.

MORE INFORMATION? SEND FOR CATALOG CS-2



COLONIAL ENGINEERING CO., INC.
48 GROVE ST., W. SOMERVILLE 44, MASSACHUSETTS

WE'LL SEE YOU AT THE AASA SHOW, ATLANTIC CITY, N. J. — BOOTH #1323

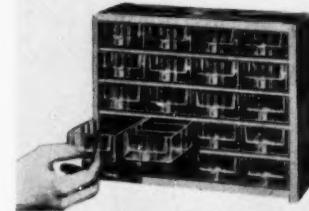


chairs feature a $\frac{3}{4}$ inch Goodyear Air-Foam seat pad, covered with durable, long-wearing upholstery in Sienna Brown. The frame and the back are of enameled steel.

Designed for beauty and comfort with maximum durability, the chair features: a curved back; wide, deep, curved seat; channel steel frame to withstand strain; live rubber feet to prevent slipping and protect floors; and two seat heights: 17" standard and 18" dining table.

LYON METAL PRODUCTS, INC.,
 Aurora, Ill.

Drawer Cabinets SE-507
For Small Parts Filing



A complete line of "See-Thru" drawer cabinets for small-parts filing and storage in school shops has been put into production by General Industrial Co.

Model J-20, illustrated, consists of 20 crystal-clear plastic, spillproof drawers, $5\frac{1}{8}$ " long x $2\frac{3}{4}$ " wide x $1\frac{7}{16}$ " high in a welded steel cabinet. Overall size is $10\frac{1}{4}$ " x $12\frac{1}{2}$ " x 6".

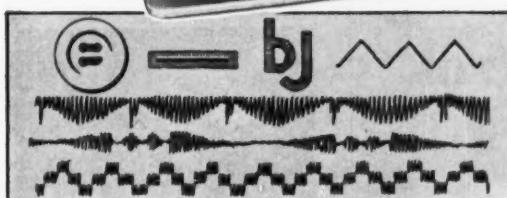
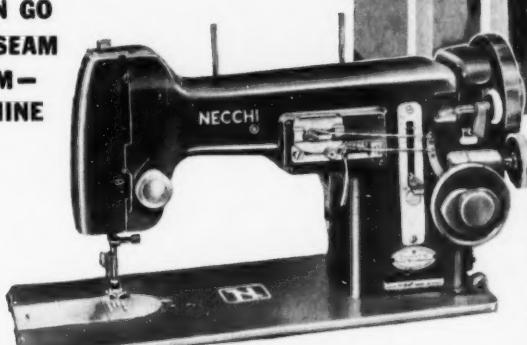
GENERAL INDUSTRIAL CO., 5738 N. Elston Ave., Chicago 30, Ill.

SHOW YOUR PUPILS . . .

A NEW CONCEPT
IN SEWING
THROUGH

WONDER WHEEL NECCHI

NOW YOU CAN GO
FROM FIRST SEAM
TO FINAL TRIM—
ON THE MACHINE



NOW—by itself—Wonder Wheel NECCHI makes scores of perfectly formed stitch designs and stitches—for decorating, edging, trimming and borders—on garments, accessories, household linens. Straight and zig-zag stitches, buttons and buttonholes, overcasting seams, blindstitching hems, applique and monogram—all done without attachments.

with Wonder Wheel NECCHI sewing becomes a pleasure

What your school gets when you buy a NECCHI

- Special, liberal school allowance
- Free instructional material for classroom use
- Free installation of machines
- Free machine instruction for teachers
- Free class demonstration for new classes
- Performance Guarantee Bond
- Prompt service when needed

Entire projects can be completed—on the machine. Tedious handwork is eliminated. Proper emphasis can be given to color and design. NECCHI is easy to operate, easy to care for, and the NECCHI two-speed motor for controlled slow sewing makes NECCHI easy to learn on.

NECCHI School Sewing Desk

Made of solid birch

School-designed for hard wear and extra use—as cutting surface and classroom desk.



NECCHI SEWING MACHINE SALES CORP.
164 WEST 25th STREET • NEW YORK 1, N. Y.

MAIL THIS COUPON TODAY

Educational Department, F 444
Necchi Sewing Machine Sales Corp.
164 W. 25th Street, New York 1, N. Y.

Please arrange for free class demonstration lesson
NEW TECHNIQUES IN MACHINE SEWING.

Please send me your 22" x 33" wall chart
WHAT THE DIFFERENT TYPES OF SEWING MACHINES CAN DO

Please send information on **NECCHI** School Plan

Name..... Title.....

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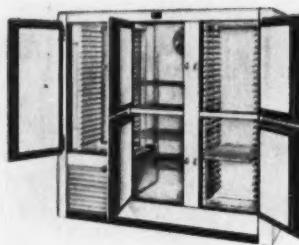
City..... Zone..... State.....

Refrigerators SE-508

Hold Standard Cafeteria Trays

The Koch Model 3865 refrigerator shown above features tray slide inserts in both the left- and right-hand compartments. All refrigerators of 40 cu. ft. net capacity and larger can be equipped with these inserts in any or all sections of the refrigerator.

The slides themselves are of extruded anodized aluminum which makes them sanitary, rustproof, and easy to clean. In addition, they are designed in such a way that it is unlikely that products on the trays



will come in contact with them. The slides are put in on 2" centers. When loaded to full capacity, the insert behind the right-hand or center door will hold 28 of the standard 18 x 26 bun pans or 56 standard 14 x 18

cafeteria trays. The insert above the condensing unit compartment at the left will hold 22 bun pans or 44 cafeteria trays. This slide insert is invaluable for salads, molded desserts, pastries, and other low items which cannot be stacked readily.

KOCH REFRIGERATORS, INC., North Kansas City 16, Mo.

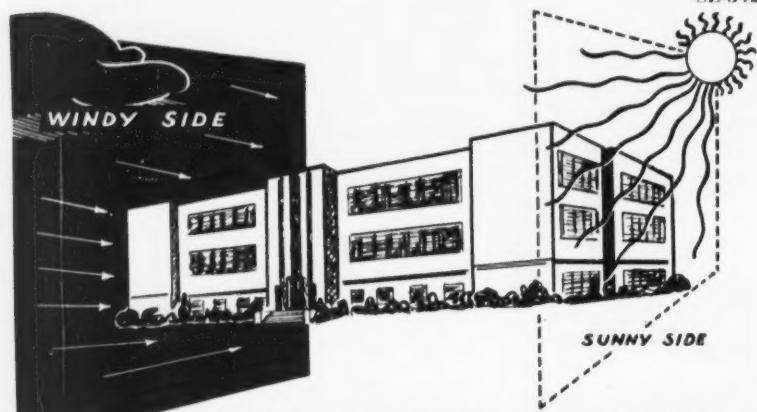
Chalk SE-509

In New Sight-Saving Color

Weber Costello Co. has announced a new sight-saving chalk named Poly-chromatic Alphasite, a chalk designed for use on modern colored chalkboards as well as on the conventional blackboard.

The chalk is golden ivory in color and provides a pleasant, restful contrast to the green chalkboards. Manufactured in regular size sticks and triple-size.

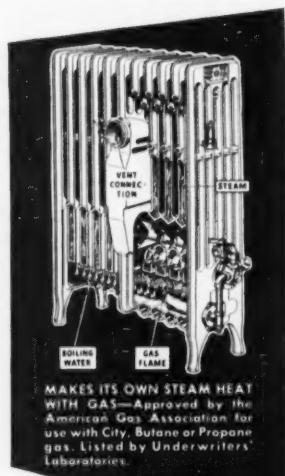
WEBER COSTELLO CO., Chicago Heights, Ill.



Individual heat control for each classroom in changeable climates!

Each classroom can be heated independently, resulting in a substantial saving in fuel costs. You see, each GASTEAM RADIATOR is an independent steam-heating plant, requiring no steam or water connections, boiler or boiler room—only a small gas connection and a vent pipe are needed. Thus you save a considerable sum in the total cost of your heating plant. That's how CLOW GASTEAM RADIATORS will stretch your school budget. And because of GASTEAM's independent operation, you can solve the kind of problem shown above and save fuel: the Radiators on the chilly windward side keep going, while those on the warm sunny side turn off automatically.

Write today for full details of GASTEAM'S healthful steam heat and how perfectly it meets the needs of the South's mighty school expansion program.



JAMES B. CLOW and SONS
201-299 N. Talman Avenue, Chicago 80, Illinois

Power Sweeper SE-510

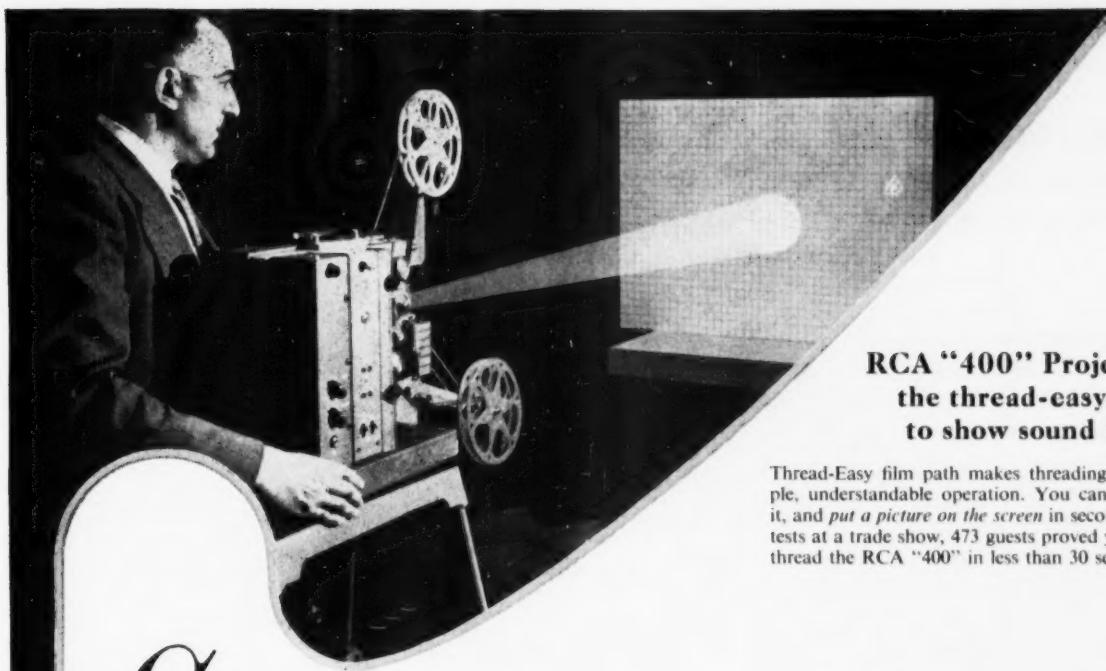
Is Fast, Economical



Schools with athletic stadiums and other outdoor arenas have a big house-cleaning job after every event. The Wilshire Power Sweeper does a fast, economical job. It is used to sweep approaches, ramps, passageways, etc.

The trash collector on the front of the unit picks up cartons, bottles and other bulky debris while the sweeper picks up finer matter and dust. The side sweeper gets into corners, gutters, and right up to walls and posts.

WILSHIRE POWER SWEPER CO., 526 W. Chevy Chase Dr., Glendale 4, Calif.



**RCA "400" Projector
the thread-easy way
to show sound films**

Thread-Easy film path makes threading a simple, understandable operation. You can thread it, and *put a picture on the screen* in seconds. (In tests at a trade show, 473 guests proved you can thread the RCA "400" in less than 30 seconds.)

Steadiest way to see a picture

Floating operation of the RCA "400" keeps your picture steady on the screen. Precision-cut gears run smoothly to virtually eliminate "jump" and "weave" of projected image. Husky, low-speed motor maintains even speed for smooth projection.

(Actual steadiness tests prove the RCA "400" has reduced vertical "jump" to $\frac{1}{2}$ of 1%—horizontal "weave" to $1/10$ of 1%—exceeding motion-picture engineers' standards two to three times.)

For steady projection, tell your RCA Dealer you want the RCA "400" 16mm sound projector.

Check these 6 important advantages
of the RCA "400" Projector

- 1. Thread-Easy film path for 30-second threading
- 2. Low-speed induction motor for quiet operation
- 3. Floating sprocket shoes for gentle film handling
- 4. Husky motor, nylon gears for long-term dependability
- 5. Simplified design for 2-minute set-up, 3-minute pack-up
- 6. RCA-engineered sound system for superb reproduction

For more information MAIL COUPON NOW



VISUAL PRODUCTS

**RADIO CORPORATION
of AMERICA**

ENGINEERING PRODUCTS DEPARTMENT, CAMDEN, N.J.

In Canada: RCA VICTOR Company Limited, Montreal



Visual Products, Dept. B109
Radio Corporation of America, Camden, N.J.

Please send me your new, free booklet, *RCA "400" Senior and Junior Sound Film Projectors*.

Name _____

Title _____

Organization _____

Address _____

City _____ Zone _____ State _____

How to please the taxpayer

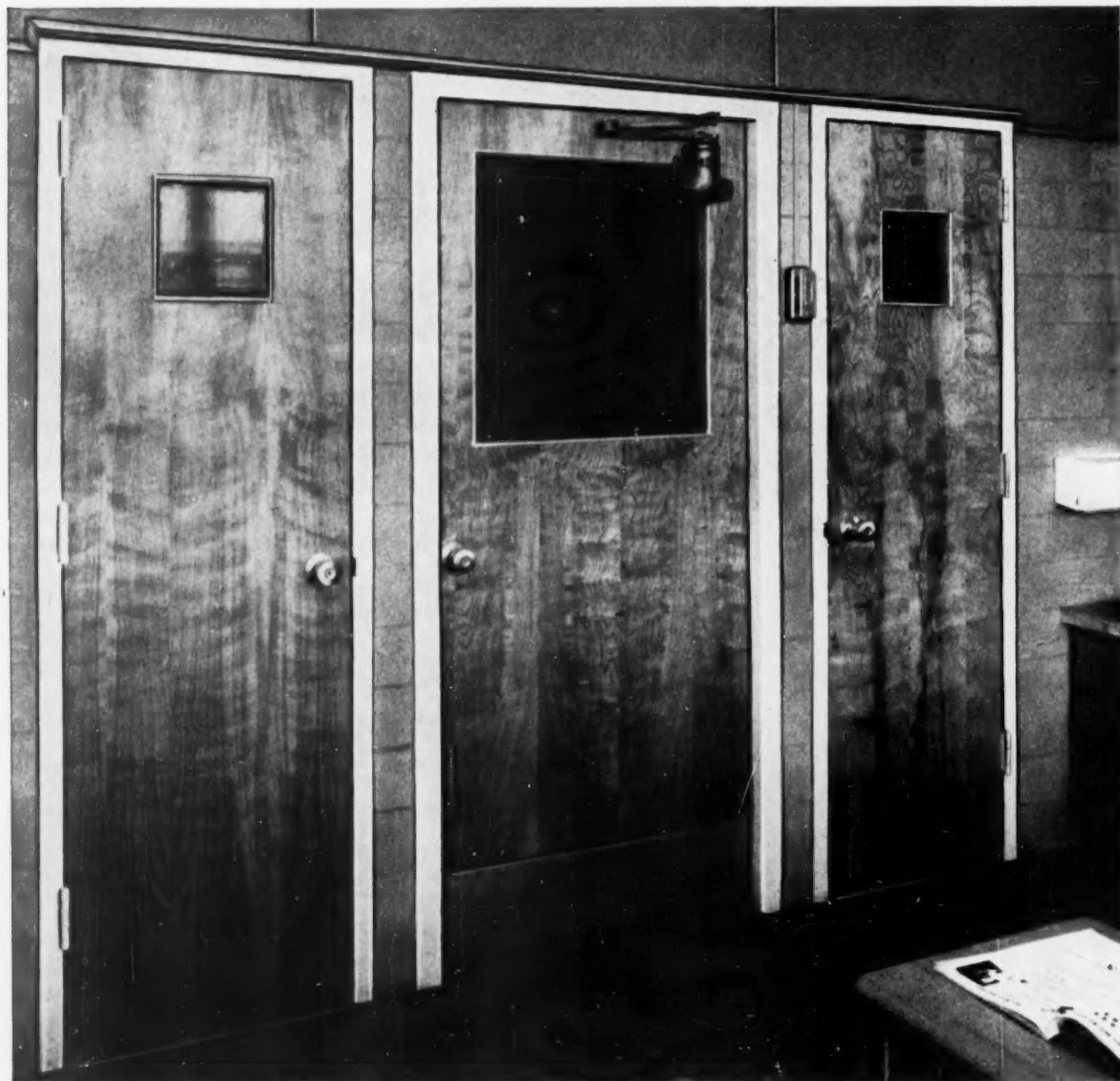
Budget-wise School Boards specify Weldwood products because they cost less to install and maintain, yet assure a lifetime of beauty.

Almost every community is faced with the problem of building new and better schools. Yet, never before has the taxpayer's dollar been expected to do so much.

That is why more and more school building authorities

are including low cost Weldwood products in their plans. Schools especially noted for their beauty and functional design have long since proved the immediate and long range economies possible through the use of Weldwood products.

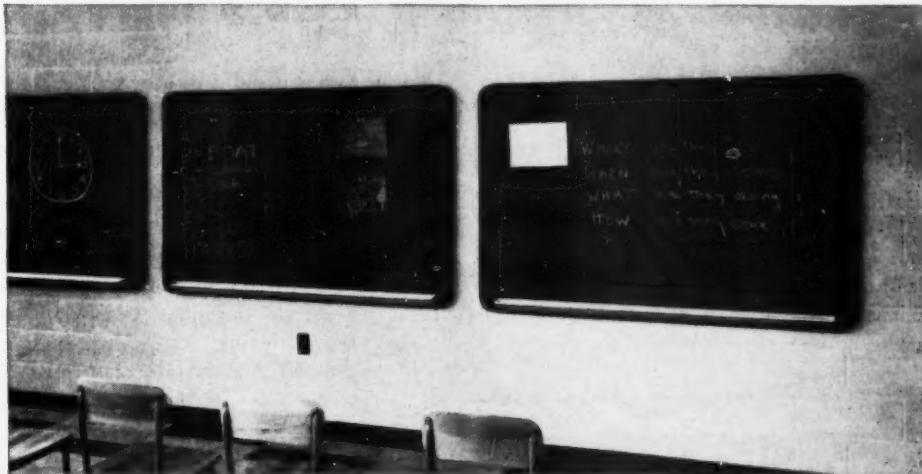
For further information see your local lumber dealer or write to any of the 60 United States Plywood or U. S. Mengel distributing units located in principal cities, or mail coupon.



WELDWOOD STAY-STRATE® DOORS AND FIRE DOORS (Pat. No. 2,593,050) have a special mineral core which prevents warping, shrinking or swelling. They are *unconditionally guaranteed* for the life of the installation. The Weldwood Fire Door carries the U.L.

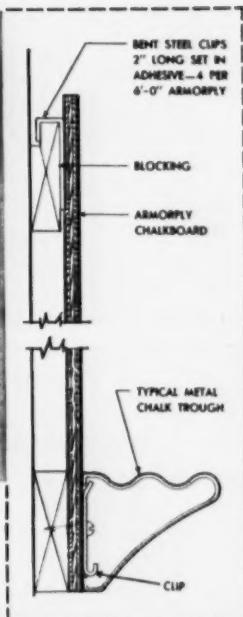
Label for class B and C openings. Both types are available in a variety of beautiful woods. The light cutouts will not weaken the rigidity of the birch Weldwood Stay-Strate Doors shown at the Lake Hiawatha School, Troy Hills, N.J.

as well as the pupil

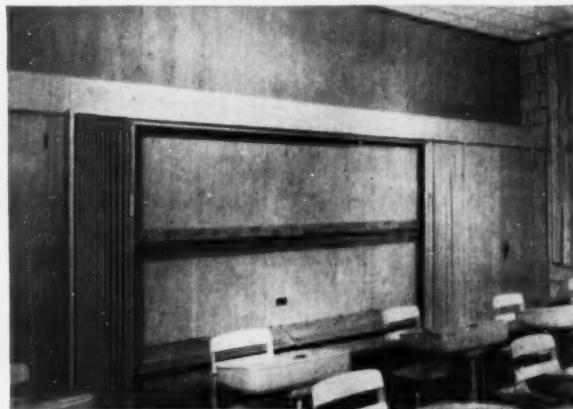


ARMORPLY* CHALKBOARD SAVES 30% on installation costs. No frame is needed. Cool green surface is easier on young eyes. Takes chalk beautifully. Porcelain-surfaced steel face attracts small magnets, makes visual aids and physical demonstrations possible. Won't scratch, chip or crack. Armorply

Chalkboard is guaranteed for the life of the building. It will never need to be replaced and requires no maintenance beyond normal cleaning. Sketch shows how easily it attaches to wall. Above is typical Armorply Chalkboard installation at Fairlawn Junior High School, Fairlawn, N. J.



INEXPENSIVE NOVOPLY® WALL PANELING is being widely used for corridors and classrooms. Hard, crack-free surface keeps down maintenance costs. Easily installed, speeds building time. Novoply's warp-resistant nature makes it perfect for partitions, built-ins and sliding cloakroom doors. Available in pine or California redwood finish. Installation shown, Unqua School, Massapequa, L. I., N. Y.



WELDWOOD HARDWOOD PANELING has a permanent beauty unmatched by any other type of wall covering. Its first cost is its last because it is guaranteed for the life of the building. Available in almost any wood face desired—in a wide range of sizes. New prefinished panels eliminate costly on-the-job finishing. Illustration shows Weldwood oak paneling in Transfiguration School, Tarrytown, N. Y.

*Trademark



® Porcelain enamel surface by the Bettiger Corporation

Weldwood®

United States Plywood Corporation

WORLD'S LARGEST PLYWOOD ORGANIZATION

Weldwood Building, 55 West 44th Street, New York 36, N. Y.
and U.S.-Mengel Plywoods, Inc., Louisville, Kentucky
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United States Plywood Corporation

Weldwood Building, 55 West 44th Street,
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SE-2-54

FREE: Please send me literature on:

NAME

Position in school, school board or other

ADDRESS

CITY STATE

Drafting Device SE-511

Is Multi-Functional



The Paraline is a new pocket drafting device that combines the functions of T-square, triangles, straight edge, scales and protractor or drafting machine in one simple unit without adjustments or additional parts.

Angles and tangents are accurately and rapidly projected by aligning the transparent protractor anywhere along the base line and rolling the instrument until the straight edge intersects the base line at the point at which the angle is to be drawn. Parallels are scaled rapidly without raising the device.

PICKETT & ECKEL, INC., 5 S. Wabash Ave., Chicago, Ill.

Drinking Fountain SE-512

Can Be Used with Other Fixtures

The Haws Series 2000 Deck Type

SE-341



THE NEW LOW-COST WARDROBE Practical, Easy-to-Install

A perfect combination of good looks and practicality . . . this compact, convenient, easy-to-install coat and hat rack is the favorite of school executives everywhere. Finely engineered in non-peeling alumilite finish . . . it is space-saving, long-lasting, and represents an exceptional buy . . . especially when combined with the commodious teacher's wardrobe and supply closet and smooth, fire-proof gliding curtaining.

Send for further information.

A. R. NELSON CO., INC.

210 E. 40th ST. • NEW YORK 16, N.Y.



Drinking Fountain was particularly designed to fulfill the varying requirements of school classrooms. The fountain consists of a sturdy cast iron receptor which can be used with virtually any combination of Haws fixtures — including Haws bubbler type drinking faucets, pantry faucets, fill glass faucets, double pantry type faucets for hot and cold water, or the Haws Model 8926 Emergency Eye-Wash Fountain.

Available in white or "matching color" acid-resisting enamel finish, the receptor is equipped with a Hudee type raised and sloped stainless steel mounting rim that provides a water-tight installation between sink and cabinet top and prevents water running back onto the deck.

The receptor is 20" x 30" with a 4" ledge on back and sides. A chromium plated sink strainer with non-removable grid is used, along with chromium-plated trap and tail piece.

HAWS DRINKING FAUCET CO., Fourth & Page Sts., Berkeley 10, Calif.

Sewing Class Trays SE-513

Are Light, Strong, Tough

Strong, tough trays, ideal for holding and storing materials used in domestic science classes, are announced by Samuel Olson Mfg. Co., Inc.

Formed in one piece, of a synthetic composition, each tray weighs only 4 lbs. yet is highly resistant to severe bumps and abrasions.

The trays are waterproof, grease-proof, easy to clean, odorless and warm to touch. The corners are smoothly rounded, inside and out. The rolled edge forms a comfortable hand grip.

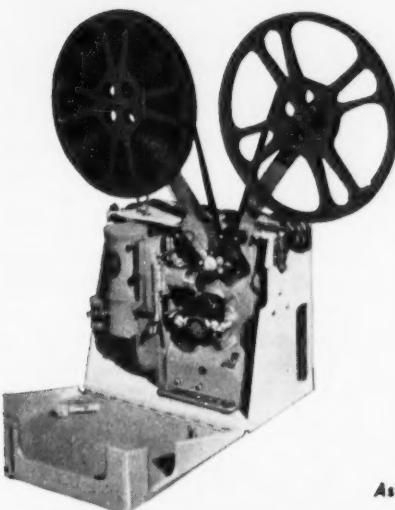
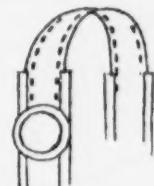
SAMUEL OLSON MFG. CO., INC., 2418-20 Bloomington Ave., Chicago 47, Ill.



SAFETY FILM TRIPS "STOP" FILM DAMAGE — Safety film trips are Victor's mechanical policemen, always on guard to prevent film damage. In case of film emergency, the film trips instantly "STOP" projector.



OFF/SET FILM LOOP SAVES WEAR—AND TEAR — Control by Victor's exclusive offset film loop prevents torn film and insures longer film life. The Victor drive sprocket is offset from film channel to provide natural side tensions to film, which keeps picture from weaving. Picture aligns itself properly in film channel without requiring excessive side tension. Thousands of film miles travel down Victor's SAFETY LANE.



Plus THIS VICTOR "SAFETY COMMITTEE" FOR PROTECTED FILM MILEAGE . . .

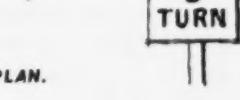
- Safety film path has undercut rollers and film channel to protect picture and sound area from scratches.
- Large single drive sprocket eases film stress and simplifies threading.
- Dual flexo-paws with famous Victor cushioned action are self adjusting and prevent perforation damage.
- 180° swing-out lens facilitates threading and allows easy cleaning of film channel and pressure plate.
- Permanently aligned stationary sound drum contains heavy-duty long-life exciter lamp.



SINGLE LANE



PAWLS AT WORK



U TURN

Ask your distributor about Victor's NEW TIME PAYMENT PLAN.

VICTOR

ANIMATOGRAPH CORPORATION

DAVENPORT, IOWA

Branch Offices in New York and Chicago

**Quality Motion Picture Equipment
Since 1910**



VICTOR ANIMATOGRAPH CORPORATION
Dept. E-2, Davenport, Iowa

Send complete details on Victor 16mm Sound Projectors.

NAME _____

ADDRESS _____

CITY _____ ZONE _____ STATE _____

Dishwashers

SE-514

Three New Models Introduced

Three new heavy-duty, immersion-type dishwashing machines have been added to the Universal Dishwashing Machinery Co. line. Separate deep tanks for full basket immersion, a fresh water spray for pre-scrap and final spray, and a combination cover and drainboard sliding over all tanks are provided.

Models TA-3 and TCR have a



maximum capacity of 3500 pieces per hour and Model TC, 2500 pieces

SE-346

PRETTIEST TEACHER OF 1953 ASKS:

Do You Teach Safe Driving?



NELL McGREW OWEN—LIFE cover girl

Yes, you *do* teach safe driving—because *you* know how to drive safely. Statistics show educators, as a group, rate high as careful automobile drivers and maintain their cars in safe operating condition.

Why, then, shouldn't *you* benefit from your safety-consciousness?

GOVERNMENT EMPLOYEES INSURANCE COMPANIES recognize this desirable quality in you by offering teachers a preferential status. For *you*,

this means lower insurance rates plus unexcelled service.

You receive savings of up to 30% from standard rates for two main reasons: *you* are a preferred risk and you deal directly with the company thereby eliminating the expense of agents and brokers.

A nation-wide network of more than 500 experienced claim representatives assures you of fast, equitable and efficient claim service.

MAIL THIS COUPON TODAY... There is no obligation!

Educator Division

GOVERNMENT EMPLOYEES Insurance Companies

GOVERNMENT EMPLOYEES INSURANCE BUILDING, WASHINGTON 5, D. C.

(Capital Stock Companies... not affiliated with U. S. Government)

Name.....

Age.....

Single

Married (No. of Children.....)

Residence Address.....

City..... Zone..... County..... State.....

Location of Car.....

Year	Make	Model (Dix., etc.)	No. Cyl.	Body Style	Cost	Purchase Date	<input type="checkbox"/> New	<input type="checkbox"/> Used
						/	/	

1. Additional operators under age 25 in household at present time:

Age	Relation	Marital Status	No. of Children	% of Use

2. (a) Days per week auto driven to work?..... One way distance is..... miles.

(b) Is car used in any occupation or business? (Excluding to and from work) Yes No

3. Estimated mileage during next year?..... My present insurance expires?..... /..... /.....

4. Please send information concerning Low-Cost Automobile Financing

5. Please send me information on Low-Cost Life Insurance

(dishes, bowls, silver and glasses) and may be obtained in three combinations of scrapper, wash and rinse tanks. All tanks are separate, insulated and removable and can be supplied in 12 gauge galvanized steel or 16 gauge stainless steel.

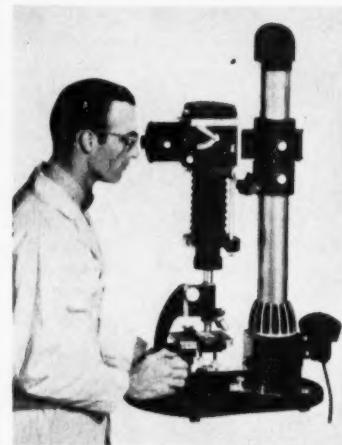
All models use standard plumbing fixtures and fittings with back splash that can be removed without breaking plumbers' connections.

UNIVERSAL DISHWASHING MACHINERY CO., 57 Windsor Pl., Nutley, N. J.

Camera Unit

SE-515

Designed for Use with Microscope



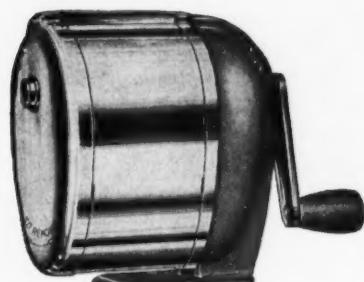
The Orthophot is a completely integrated reflex camera and controlled light source designed for use with any standard microscope. The camera unit, which swings back for instant visual use of the microscope, provides versatile application for photomicrography, photomacrography, general laboratory photography, photocopying, general clinical photography, enlarging, and micro-projection.

Precision, permanent alignment, and simplicity of design and operation make the unit virtually automatic and practical for use by personnel without special training. A photo-electric light meter facilitates proper exposure. The reflex viewer and integral "Split-Micron" focusing device provides simple, precise focusing.

SILGE & KUHNE, 16th and Carolina Sts., San Francisco, Calif.



BOSTON KS



BOSTON L



BOSTON SELF-FEEDER #4



BOSTON RANGER



BOSTON Pencil Sharpeners in your classroom assure that all the possible good is gotten from the pencils you purchase. Equipped with Speed Cutters, Bostons last longer under heavy duty.

Have you ever examined the Boston Speed Cutters? Note the 6 extra cutting edges on these twin milling all steel cutters. Here is the decisive reason to choose BOSTON EXCLUSIVELY, for your School. Here is 25% longer life — 25% more school service.

Take the stand and receptacle of the Boston Pencil Sharpeners. Again you see a carefully designed product. The metal receptacle giving a greater capacity for the chips and the stand of scientific shock resisting material and design providing the stamina to withstand classroom abuse.

INSIST UPON BOSTONS because they are the modern pencil sharpeners, with features that make your school budget go farther.

FREE

Send for your copy of
Pencil Sharpeners, by
James W. Fitch, B.A.
Degree from Harvard College. Master of Business
administration from Harvard Graduate
School of Business Administration.

It will be of great service to you in specifying
Boston Pencil Sharpeners for your School.

BOSTON
PENCIL SHARPENERS

The BIG name in
Pencil Sharpeners.

Backed by 1 year Guarantee.

SPECIFY BOSTONS FOR "TROUBLE-FREE" PENCIL SHARPENERS

C. HOWARD HUNT PEN CO., CAMDEN 1, N. J.

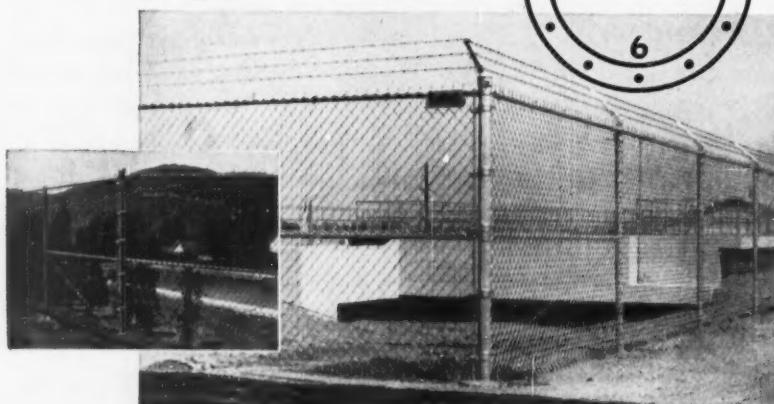
EST. 1899 • Also manufacturers of Speedball Pens and Products • Hunt Pens

Typewriter Desk SE-516
For Manual, Electric Machines

P & W Cabinet Makers announce a new line of Special-Purpose School Desks. The unit illustrated is Typewriter Desk No. 23511. The desk size is 36 x 20 x 30" high. While the standard height of the typing platform is 26", a 27" high platform may be specified at no additional charge. The typewriter well accommodates both manual and electric models.



all-around protection



with REALOCK FENCE

With a Realock Fence you have protection that's all around your grounds . . . all around the clock—an ever-present, ever-vigilant guard against arson, burglary, vandalism and other costly hazards.

Noted for its rugged construction, Realock Fence costs little or nothing for maintenance; can be depended on for long-lasting resistance to the weather.

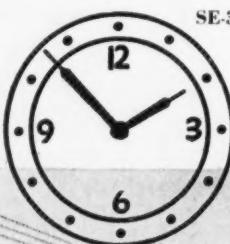
Consult your classified telephone directory for the nearest Sales Office, or write to any of our three Division offices for free estimate or catalogue.

THE COLORADO FUEL AND IRON CORPORATION
Denver and Oakland
WICKWIRE SPENCER STEEL DIVISION
Buffalo

REALOCK FENCE
THE COLORADO FUEL AND IRON CORPORATION

BRANCHES IN ALL KEY CITIES

SE-348



Other items in the line include: art desks, bookkeeping desks, and comptometer desks.

P & W CABINET MAKERS, 5814 Main St., Long Hill, Trumbull, Conn.

Furnace Cleaners SE-517

Available with More Powerful Motor

A new type, more powerful motor, giving a 70" water lift at hose end, is being installed by Empire Chemical Products Co. in three of its furnace cleaner models—the Nu-Vac, Standard, and Vacuumaster.

The new motor takes up the same space as the one it replaces, but because of new construction features, has 14" more water lift.

EMPIRE CHEMICAL PRODUCTS CO., 10 Longworth St., Newark 2, N. J.

Tape Player SE-518

Plays Magnetic Tapes Only



Schools which use tape recorders as audio teaching aids will be interested in the mechanism above which has been designed solely for playing magnetic tapes.

Elimination of the recording mechanism makes it possible to offer the new unit at a price substantially lower than the combination of recorder and player. Availability of pre-recorded magnetic tapes from commercial sources is making it simpler for schools to select suitable material to assist their teachers.

Compactly designed and light in weight, the Pentron Tape Player measures only 11 3/8" x 9 3/4". Standard players are delivered with dual-track head. Full width heads are available at slightly higher cost.

THE PENTRON CORP., 664 N. Michigan Ave., Chicago, Ill.

Only *Clarin*

GIVES YOU ALL THESE *PLUS* VALUES In Steel Folding Chairs

• **MORE Strength and Safety**

Welded wherever possible, not riveted.
X-Type construction prevents
accidental folding and tipping.
Self-leveling.

• **MORE Comfort and Beauty**

Wide and scientifically posture-designed
to carry your weight properly
in maximum, long-lasting
comfort.

• **MORE Exclusive Features**

Clarin's famous steel-framed
wood seat and patented, rubber-cushioned
feet have been copied
but never equaled in performance.

• **MORE Economy**

Clarin's engineered quality
makes possible the only written
10-year Guarantee in the industry.

• **MORE Versatility**

The only complete line
of steel folding chairs in the world—
a chair for your every need
and purpose.



Write for full information:

Clarin Mfg. Co., Dept. 20
4640 W. Harrison St.,
Chicago 44, Illinois

Foam rubber
cushioning
a CLARIN *PLUS*
feature.

Clarin

ENGINEERED QUALITY MAKES THE BIG DIFFERENCE IN FOLDING CHAIRS

Copying Machine SE-519
Duplicates in Under 45 Seconds



Developed is a new electric, type-

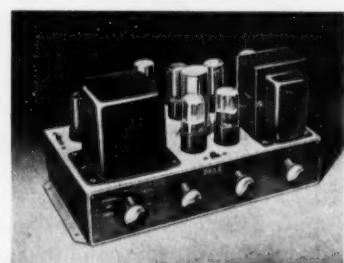
writer-size photocopying machine that reproduces black-on-white duplicates in under 45 seconds. The photocopies made are high in contrast, legally acceptable, dry and may be duplicated on paper of any weight. All copies are permanent and fade-proof.

Simple in design and operation, the compact machines are operated by insertion of the original to be copied plus a sheet of negative paper; the negative is then reinserted through another slot with a sheet of positive paper. Exposure, development and printing are performed

without special lighting, darkroom or extra accessories.

COPEASE Co., 270 Park Ave., New York, N. Y.

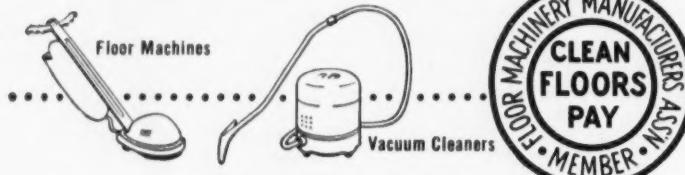
Amplifier SE-520
High Fidelity, Moderate Price



SE-350

*Keep your floors
clean and beautiful
and they will give you
many extra years
of wear*

Machine maintenance is your only real assurance of thorough cleanliness and lasting beauty. It is more efficient than any other method. It is less expensive. There is no substitute for machine maintenance of your floors.



Sponsored by the following members:

ADVANCE FLOOR MACHINE CO. • CERTIFIED CHEMICAL & EQUIPMENT CO. • CHURCHILL MANUFACTURING CO.
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THE KENT COMPANY, INC. • MULTI-CLEAN PRODUCTS, INC. • PULLMAN VACUUM CLEANER
SPENCER TURBINE COMPANY • UNITED FLOOR MACHINE CO.



Kindergarten Table SE-521
In Heights from 20" to 30"

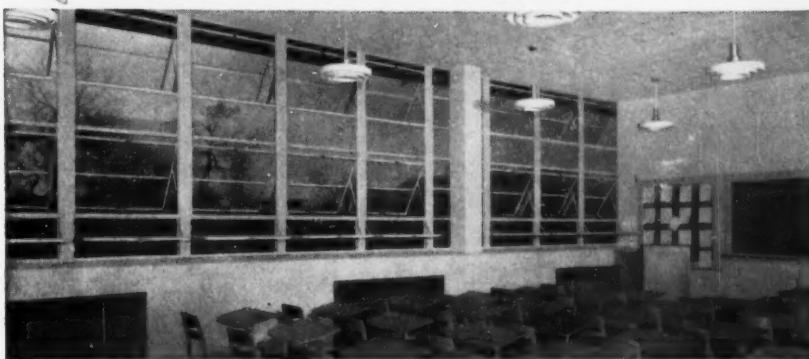
Astra Bent Wood Furniture Co. announce their Model 513 Kindergarten Table. These tables can be supplied in any height from 20" to 30" with square, round, oblong, or hexagonal tops. The tops can be of Formica, GE Textolite, Armstrong Linoleum, or hardwood, depending on individual preference.

ASTRA BENT WOOD FURNITURE CO.,
61 W. 46 St., New York 36, N. Y.



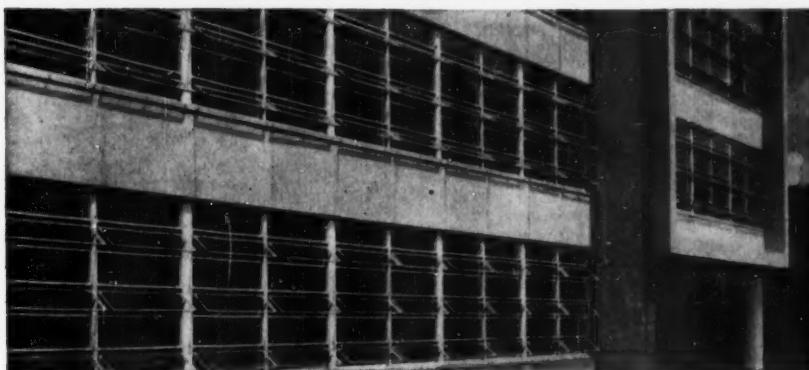
"A salute to those who made it possible" *

■ Speaking of School Daylighting...



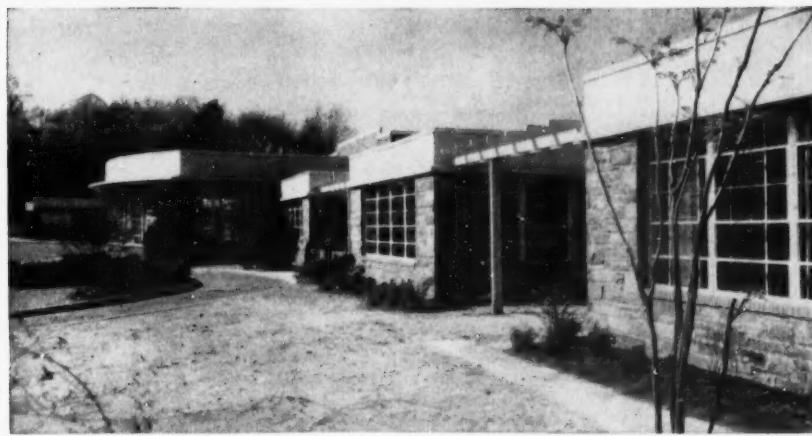
This Alamo Heights schoolroom, designed by Architect Bartlett Cocke of San Antonio, and built by G. W. Mitchell of San Antonio, is filled with free eye-easy daylight by this wall of Fenestra* Intermediate Steel Windows. They give you extra view and light because the frames are designed to be strong and rigid without being bulky.

■ Fresh Air Ventilation...



Notice how the vents of these Fenestra Intermediate Steel Windows protect the interior of the Clemson College chemistry building in Clemson, S. C. Here is fresh air ventilation even when it's raining outside. And these vents operate so that you can wash them from inside. Screens also go on from inside. Architects Hopkins, Baker & Gill designed the building and Industrial Builders Inc. built it. Both are in South Carolina.

■ And Architectural Beauty...



Architects Karcher & Smith and Contractor Charles F. Rohrleider of Philadelphia have used graceful Fenestra Windows to add to the warm, friendly, charming beauty of the Penn Valley Elementary School in Lower Merion Township, Pa.

Special note: All Fenestra Windows are available Super Hot-Dip Galvanized. For further information, call your Fenestra Representative, listed in the yellow pages. And write for *Better Classroom Daylighting*, Detroit Steel Products Company, Dept. SE-2, 3431 Griffin Street, Detroit 11, Michigan. **



Your need for windows that would give better school daylighting, protected ventilation and lower maintenance costs encouraged us to develop today's Fenestra Intermediate Steel Windows . . . a great advancement.

Fenestra

**INTERMEDIATE
STEEL WINDOWS**

Adaptable, Economical



The ORIGINAL Tubular
Steel School Furniture

For
ALL Your Needs



Table-Desk S 1039 O
(in nine graded sizes)
and All-Purpose Chair
S 915 (in eight
graded sizes).



Table-Desk S 1040 LL
with enclosed book
box. In nine
graded sizes.



Tablet Arm Chair S 817
—a comfortable unit
for lecture hall or
classroom.



Tablet Arm Chair
S 819 TA—an ideal
unit for High School
and College classes.



Movable Desk and
Chair Unit S 501 LL for
primary and elementary
classrooms. In seven
graded sizes.



Movable Study-Top Chair
Unit S 501 STBR—for
classrooms from Junior High
through College.
In seven graded sizes.

*from Classroom
to Auditorium*

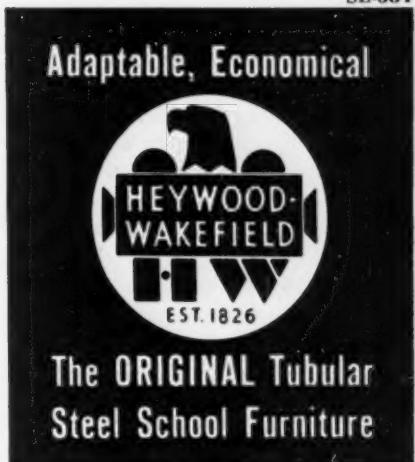
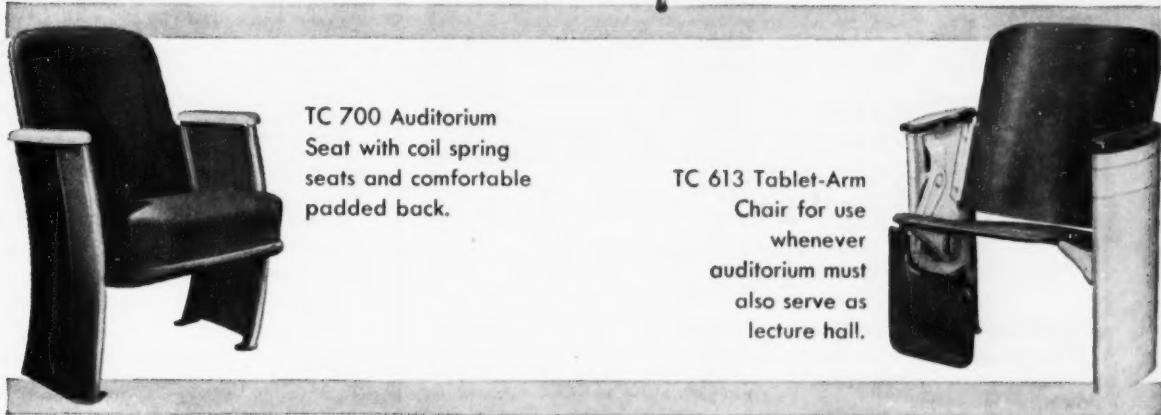


Table S 967 with damage-resistant plastic top. For cafeterias, domestic science rooms and special-purpose rooms. In 36 graded sizes.



Table S 962—versatile unit for Kindergartens, cafeterias, libraries, special classrooms and many other uses. In 36 graded sizes.



TC 700 Auditorium
Seat with coil spring
seats and comfortable
padded back.

TC 613 Tablet-Arm
Chair for use
whenever
auditorium must
also serve as
lecture hall.

All on display at the Heywood-Wakefield Exhibit at
the American Association of School Administrators
Convention—ATLANTIC CITY • FEBRUARY 13th-18th

BOOTHES: D-35, D-37, D-39 and D-41

Heywood-Wakefield • School Furniture Division • Gardner, Mass. and Menominee, Mich.

Jig Saw Attachment SE-522

For Electric Drills

The Arco Jig-Saw is an attachment designed for $\frac{1}{4}$ " electric drills. It combines seven saws in one: jig, keyhole, coping, rip, crosscut, band and hacksaw.

In minutes, intricate patterns and fine scroll work can be cut without boring a starting hole. An air jet blows sawdust from the blade front as the tool is guided over the cutting line. It cuts plywood, wallboard, plastics, metal, and lumber up to 2x4's. A strong safety-yoke and



worm drive clamp holds the unit vi-

SE-522



Specialists
in maintenance
cleaning products

★ For
walls, floors,
all painted surfaces
★ For
scrubbing, mopping,
dewaxing ...

Get the lowest "USE-COST" known
with WYANDOTTE F-100

World-famous Wyandotte F-100* gives you versatile, low-cost, surface-safe cleaning on walls, floors, painted areas.

With F-100 it's easy to make your own liquid cleaner—about 2 ounces per gallon of water gives you the most versatile, lowest "use-cost" liquid cleaner on the market.

You can get Wyandotte F-100 in bulk drums, or in handy new *Dual-Pak* "Use-Control" cartons. *Dual-Pak*, Wyandotte's sensational new method of packaging, insures factory-fresh products. Each carton contains 20 lbs. of F-100 in a

polyethylene bag (three cartons to a case).

Ask your jobber or Wyandotte representative for a demonstration of amazing F-100. Ask him also about DETERGENT, EL-BEE* and WYANDOTTE WAX, other products that will help you have faster, better, lower cost maintenance cleaning. *Wyandotte Chemicals Corporation, Wyandotte, Mich. Also Los Angeles 12, Calif.* *REG. U.S. PAT. OFF.



Largest manufacturers of specialized cleaning products for business and industry

 **Wyandotte**
CHEMICALS

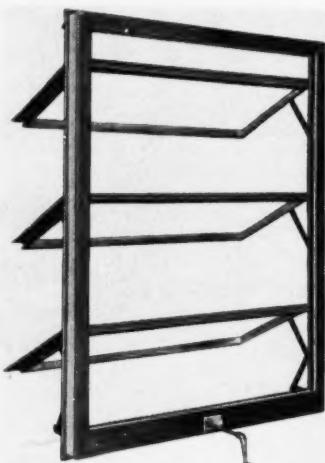
Helpful service representatives in 138 cities in the United States and Canada

bration-free. Its right angle drive makes the saw easy to use with one hand.

ARROW METAL PRODUCTS CO., 140 W. Broadway, New York 13, N. Y.

Aluminum Awning Window SE-523

Assures Full Weather Protection



A new Lupton Aluminum Awning Window has been designed especially for construction where horizontal lines are emphasized. The new window permits greater control of ventilation through open-out, awning-type sash. Weather protection is assured even when it's raining.

The design features a centrally operated control bar that delivers equal power to both jambs for easy opening and closing and tight seal around each sash. There is complete vinyl plastic weatherstripping on the inside contact of the frame where it is protected from freezing or weather damage. Friction-free operation gives finger-tip control. The operating mechanism is completely concealed in window frame and does not interfere with venetian blinds.

MICHAEL FLYNN MFG. CO., 714 E. Godfrey Ave., Philadelphia 24, Pa.

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BANQUET TABLES**

**THE ARISTOCRAT OF ALL
FOLDING BANQUET TABLES**

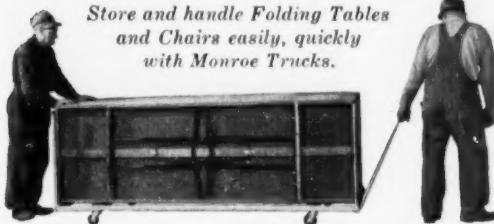
**DIRECT PRICES AND DISCOUNTS
TO SCHOOLS, COLLEGES,
CHURCHES AND ALL
ORGANIZATIONS**

**COMPLETE LINE
OF FOLDING CHAIRS**

**CHASSIS
"Built like
a Bridge"**

MONROE TRUCKS FOR FOLDING TABLES AND CHAIRS

Store and handle Folding Tables
and Chairs easily, quickly
with Monroe Trucks.

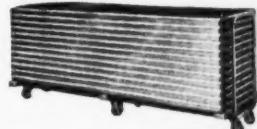


By moving and storing Folding Tables and Chairs on Monroe Trucks, two men can clear a room six times more rapidly than when the tables and chairs are carried by hand. Table Truck No. TS illustrated above.



Chair Truck No. TSC transports and stores up to 40 chairs, depending on make.

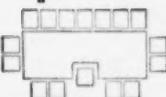
Transport Truck No. TF. Twelve Monroe Tables on Truck stack only 29" high.



KINDERGARTEN TEACHER'S FOLDING TABLES



There'll be more class interest, better control when Teacher sits with the class. (See seating chart at right.) Table fully adjustable from 20 to 30 inches.



ADJUSTABLE HEIGHT TABLES



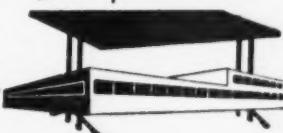
For use in the Kindergarten or Intermediate Grades at any height, 20" to 30". When extended to full 30" may be used with other table for adult dinners.

**WRITE FOR NEW 1954
CATALOG WITH TABLES
IN FULL COLOR AND
CURRENT DISCOUNTS**



THE Monroe

66 CHURCH ST.



Company

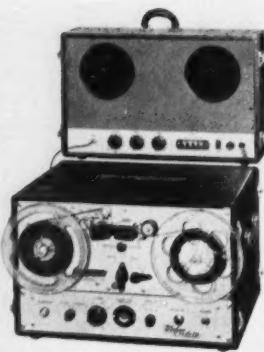
COLFAX, IOWA

Magnetic Recorder SE-521

Designed for School Use

The Portable MagneCordette combines the basic recorder mechanism with the 'Cordette amplifier and the new power amplifier-speaker combination. The recorder mechanism features separate erase and record-playback heads with interchangeable capstans and pressure rollers for 7½" and 15" tape speeds, and includes a fast forward and high speed rewind.

The amplifier is a versatile unit which acts as a recording amplifier



and a pre-amplifier in playback. The

front panel contains a volume indicator, volume control, 3-speed equalizer selector, earphone jack for monitoring, power-'on' pilot light and a microphone input.

The 10-watt power amplifier with speakers in a portable carrying case meets all the requirements of high fidelity equipment. Two wide-range loud speakers are mounted on the amplifier with the case acting as a loud-speaker baffle. All controls and connections of the amplifier-speaker combination are readily accessible on the front of the unit, as well as a 110-volt power outlet.

MAGNECORD INC., 225 W. Ohio St., Chicago 10, Ill.

SE-525

Wet-Dry Vacuum Cleaner

Designed for Maximum Suction Power



Three versatile cleaning units are included in one basic heavy-duty industrial wet-dry vacuum cleaner—the BWD-13. The basic unit is engineered and designed from the ground up for maximum suction power.

The rugged 1 hp Universal Type bypass motor powering the machine may be removed easily for use as a portable vacuum to reach hard-to-get-at places. The motor can also be used as a high-velocity blower for cleaning motors and machinery.

CLARKE SANDING MACHINE CO., Muskegon, Mich.

JOHN E. SJÖSTRÖM COMPANY
1717 North Tenth Street, Philadelphia 22, Pa.

Floor Machines

SE-526

Feature New Type of Drive

Silent-Flo drive, a new type of direct drive, is now featured on all of Advance's Speedboy Models.

Designed for quiet, maintenance-free operation, the Silent-Flo drive transmits power through a neoprene covered tooth steel cable Flex-O-Gear. This unit intermeshes with toothed gears to give positive power transmission.

THE ADVANCE FLOOR MACHINE CO., 2635 Fourth St., S.E., Minneapolis, Minn.

SE-527

Wall Cleaning Machine

Eliminates Rinsing



Von Schrader Mfg. Co. announces a redesigned model of their Wall Deterger. Constructed of stainless steel and other non-corrosive metals, this rust-proof machine washes walls quickly and at low cost. The machine weighs only 42 lbs.

A new detergent supplied with the machine requires only two operations: washing and buffing. Rinsing has been eliminated. The detergent causes no streaks, cannot harm paint, sanitizes without odor and seals paint pores with a transparent film preventing penetration of dirt.

VON SCHRADER MFG. CO., Sixteenth St. & Junction Ave., Racine, Wis.

SE-355

New projector gives brighter, crisper pictures ...corner-to-corner sharpness



"OPAQUE 1000"

*the world's finest
opaque projector*

"SCREEN TEST" shows efficiency of "Opaque 1000." To "see for yourself," ask for an actual demonstration of this remarkable new AO projector. Then compare it by demonstration with any other 1000-watt opaque model. The results will be dramatic.

An exclusive AO coated lens on the "Opaque 1000" spreads light evenly to every edge of the screen. Images are bright and lively, even in rooms just semi-dark. On counts of *light output . . . optical performance . . . depth of focus . . . color reproduction*, the "Opaque 1000" effectively and demonstrably outperforms all comers. That is why we say, quite proudly, this is "the world's finest opaque projector."

► **LARGE APERTURE** — 10" x 10" — lets you project a tiny postage stamp . . . or a world atlas.

► **AIR FROM TOP KEEPS COPY FLAT.** Pressure cooling forces air down over surface of

platen. Small objects and flimsy papers are thereby "slapped" securely in place. Material can't flutter annoyingly.

► **KEEPS COOL.** The "Opaque 1000" can't damage your copy through heat. Even with platen completely covered, projector stays cool and safe. Quiet, 60-cycle, AO motor-driven fan assures you 100% protection.

► **MOST DURABLE.** The "Opaque 1000" is of all-metal construction. It is strong and sturdy — yet weighs only 38 pounds.

► **EASY TO OPERATE.** Any student or teacher can use the "Opaque 1000" without experience. Lens is carried on a rack and pinion for quick, needle-point focusing. Spring-loaded legs make the projector simple to raise or lower.

► **PRICE** with 4 1/2" diameter, 22" focus, coated lens . . . \$254.50.

NOTE: See the "Opaque 1000" at the
N. E. A. Convention.

SEND NOW FOR FREE FOLDER



American Optical Projection Division Department SE-1 80 Heard Street, Chelsea 2, Mass. Please send me your free folder on the AO "Opaque 1000" Projector. Name _____ Organization or title _____ Address _____
--

American Optical

CHELSEA,
MASSACHUSETTS

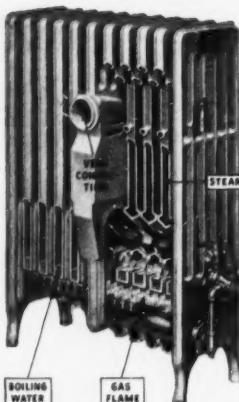
Radiators

SE-528

Generate Own Steam Heat

Southern schools can have the comfort of a steam heating plant without the expense of a central heating plant, with Clow Gasteam Radiators. Each radiator generates its own steam heat with any type of gas fuel. Fuel cost is from 25 per cent to 50 per cent less because of the greater flexibility of individual control of each unit.

Exceptionally low maintenance cost is assured because of the rugged construction. The radiators are made of long-lasting cast iron and



have no sheet metal casings to damage, nor moving parts to wear out.

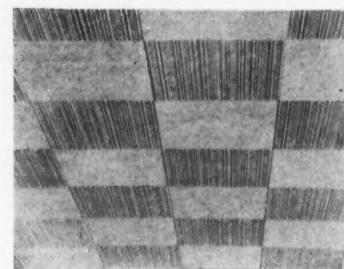
For safety, there is an automatic cut-off valve which shuts off all gas supply to the radiator in case the pilot should go out for any reason.

JAMES B. CLOW & CO., 201-299 N. Talman Ave., Chicago 30, Ill.

Acoustical Tile

SE-529

In Decorative Pattern

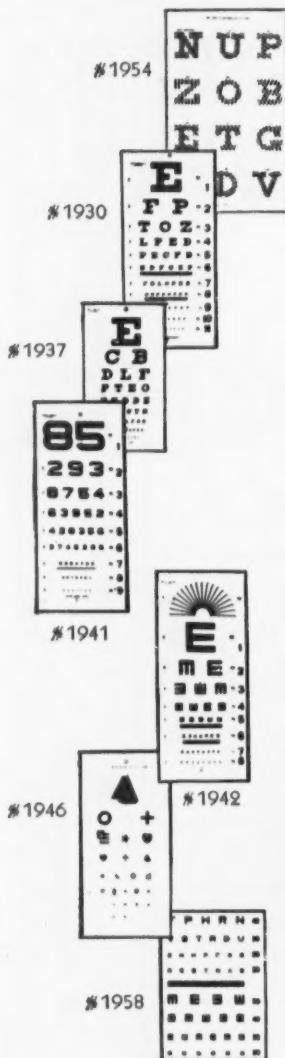


Stria Acoustical Tile combines low cost with exceptionally high acoustical values. In addition, the multiple striations or grooves permit great variety in ceiling patterns.

Available in 12" x 12" and 12" x 24" sizes, Stria has a noise reduction coefficient of up to 80%. The tile is composed of fine fibers of glass compressed into boards which contain countless tiny air cells.

OWENS-CORNING FIBERGLAS CORP., Toledo 1, Ohio.

MEET SCHOOL EYE TEST NEEDS from the wide selection of AO WALL CHARTS



A few of the many
American Optical Charts

All types of distance test charts—letters, numerals, foreign language, kindergarten, illiterate—are available from American Optical Company, one of the world's largest suppliers.



You may obtain complete information about distance test charts and other eye testing instruments and equipment at American Optical Company Branch Offices located in all principal cities.

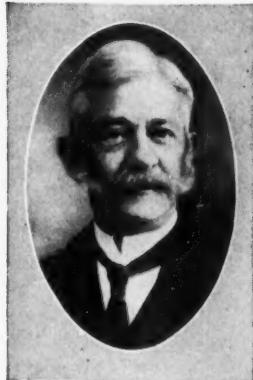
Furniture Glides Are Durable Made

SE-530



The glide above has been designed to withstand hard usage, especially when attached to school furniture. There is a hardened steel shell plus tempered spring and pure rubber cushion. The glide can be attached to any type of furniture, either wood or metal.

BUCKEYE GLIDE CO., 29 E. 21 St., New York 10, N. Y.



The Time

to Prepare for the Future of your Textbooks
is before they become soiled and worn.

HOLDEN BOOK COVERS

will provide the Maximum Service from your Textbooks and at the same time give students Clean Books.

Holden Covers are a "must"
in a well-ordered school program.

Increased enrollments and increased costs per book indicate the necessity for getting the greatest possible returns from your Textbook Dollar.

Holden Covers take the wear and grime instead of the books.

You can't make an old, damaged book *new* — but you can prevent a new book from *quickly* growing old — with

HOLDEN COVERS

GET THE HOLDEN HABIT — IT PAYS

Samples free

HOLDEN PATENT BOOK COVER COMPANY

Springfield, Massachusetts

SE-416

Midwest
**FOLDING TABLES
CADDIES**
BUILT IN QUALITY... BUILT IN BEAUTY

Pedestal or straight leg tables... sturdy and well constructed for a lifetime of trouble-free use. Wide variety of sizes and top materials. Safe, positive "Du Honey 20" lock featured on all tables.

Six types of Folding Chair and Table Caddies, including under-stage models. Durable all-steel construction.

Write for Catalog Today!

Distributors in all principal cities

**MIDWEST FOLDING
PRODUCTS**
DEPT. S-4, ROSELLE, ILLINOIS

SE-417

**FOR
CLEANER
FLOORS**

SAVES TIME—
Brillo cleans and buffs in one operation

CLEANS BETTER—
Greater polishing action with solid-disc Brillo Pad

Brillo solid-disc floor pads give 100% coverage. Your *entire* machine area works for you. Thus, you clean *all* floors faster—rubber tile, terrazzo, wood, linoleum. Sizes to fit all machines. Four grades available.

For free folder on low-cost Brillo floor care, write to Brillo Mfg. Co., Dept. SE-2, 60 John St., Brooklyn 1, N. Y.

BRILLO
SOLID-DISC STEEL WOOL
FLOOR PADS



Hand Dryer

SE-531

High Quality, Low Cost Model

The new C Model Electric Hand Dryer has 12 improvements and engineering advancements that make it exceptionally efficient. Among these are: increased air velocity and volume; permanent type air filter; touch action starter bar; new type revolving air baffle with non-breakable baffle guards; electric lighted instructions for efficient drying; new vandal-proof construction; aerodynamic engineering; modern design.

Improved manufacturing tech-



niques make possible low cost.

ELECTRIC-AIRE ENGINEERING CORP.,
209 W. Jackson Blvd., Chicago 6, Ill.

Collator

SE-532

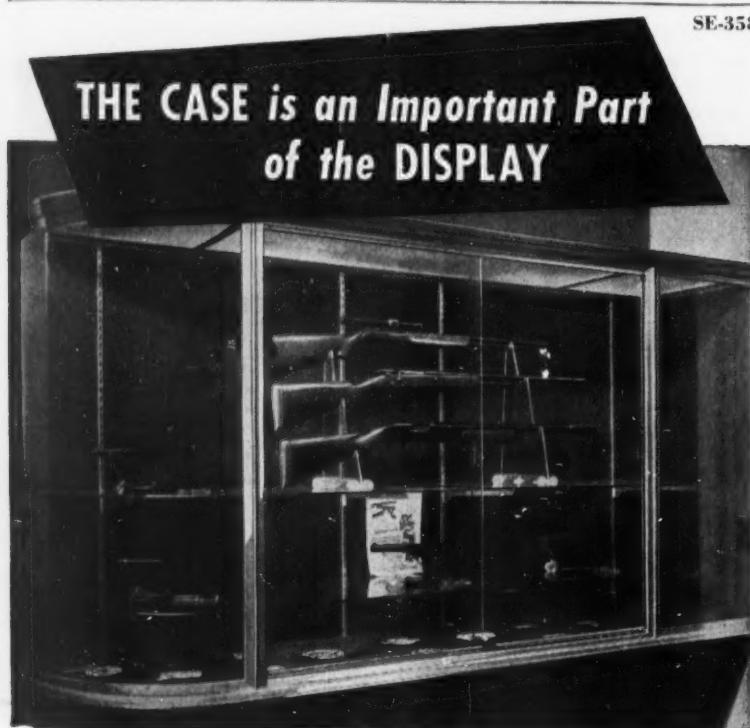
Uses Tilted Bins



The improved Table-Top Collator above incorporates many refinements usually available in larger floor models. Using tilted bins, the patented Ejectomatic Feed, and ball bearing mechanism, this model assures smooth, dependable action. The pages to be collated are stacked into the bins. Rubber-tipped "fingers" push the top sheets of each stack into the operator's hand. The assembled set of papers is quickly jogged and drops into a gathering tray directly below the unit. The collating cycle is controlled by a hand lever which can be located on either the right or left side of the unit.

Five bin and eight bin models are available. Only 16" x 27" of desk space is required.

THOMAS COLLATORS, INC., 30 Church St., New York 7, N. Y.



SE-358

THE CASE is an Important Part of the DISPLAY

... and Michaels "Time-Tight" exhibit cases provide that all-important part. They are designed and constructed for maximum visibility, and actually accentuate the beauty of exhibits. Furthermore, handling and theft as well as the ingress of dirt, vermin and moisture are reduced to a minimum.

"Time-Tight" cases are made in table, aisle, wall, corner, suspended and recessed styles, and in any practical size. If it is necessary to meet specific requirements, Michaels will build special cases to exact specifications. Innerlocking Frames, exclusive with Michaels; fully mitred intersections; no screws exposed on the face of frames, are a few of their outstanding features.

"Time-Tight" cases are used extensively in museums, art galleries, libraries, universities, colleges, schools, science laboratories, for industrial exhibits, and various related types of display rooms.

Write for fully illustrated literature.

THE MICHAELS ART BRONZE CO., INC.
243 COURT STREET, COVINGTON, KENTUCKY

Manufacturers since 1870 of many products in Bronze, Aluminum and other metals

Oil Burner

SE-533

New Heavy-Duty Model Available

Model C-1-A is a heavy-duty pressure atomizing commercial oil burner for firing CS No. 2 or lighter fuel. It is available in capacities ranging from 4 to 8 gallons per hour.

The burner is built around a rugged cast iron fan housing with convenient external adjustments provided for the atomizing nozzle position and position of the air diffuser assembly. This permits adjustments to be made while the burner is in operation.

The burner is equipped with a totally enclosed, permanently lubricated, ball bearing motor.

IRON FIREMAN MFG. CO., Cleveland 11, Ohio.



Hussey Model 8 installation at Auburn, Maine

WHETHER YOU NEED 48 OR 48,000 SEATS

Hussey Patented Portable Steel Sectional Bleachers and Grandstands are the most practical and most economical answer to your seating problems. They can be used for baseball, football, etc., and then quickly and easily moved inside for basketball and other indoor needs. They are safe, cannot collapse, last indefinitely and sections can be added as needed.

Because of their exclusive patented features, they can be set up and taken down faster and easier than any other stand—only 1.2 minutes per seat to set up and 1 minute per seat to take down. Available in two styles—Model 6 Portable Bleachers and Model 8 Portable Grandstands.

FREE catalogs and complete information on request. Write today!

See Us At Booths 1437 & 39—N.E.A.
Show, Atlantic City, Feb. 13-19.

Hussey Mfg. Co. Inc.

540 Railroad Avenue

No. Berwick, Maine

Also Mfrs. of—Diving Boards, Floats, Piers, Water Sports Equip., Flag Poles, Fire Escapes and Misc. Iron.

"Safe-Lock" PROJECT-O-STAND! is "TOPS" from ANY ANGLE!



OTHER IMPORTANT FEATURES ARE:—

1. Permanent-Mold Hi-Test Aluminum Casting.
2. Legs have SOLID STEEL TIPS — 100% rigid.
3. Large Leg Lock Knobs — Foolproof.
4. Top table and legs have TAN WRINKLE ENAMEL FINISH to suit any decor.
5. Large 1 1/8" diameter high-tensile aluminum legs. Inner legs tarnish-proof anodized.

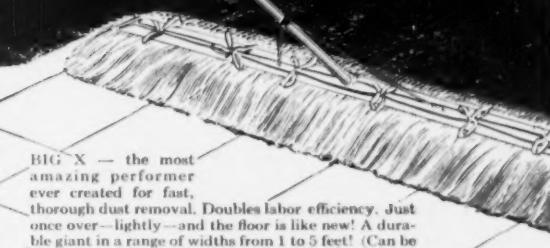
ORDER
NOW

AMERICAN PRODUCTS CO., 3309 EDSON AVE., NEW YORK 69, N.Y.

SCHOOLS

Snatch up dust
QUICK-EASY
with
the wonderful

BIG X SWEEP MOP



BIG X — the most amazing performer ever created for fast, thorough dust removal. Doubles labor efficiency. Just once over—lightly—and the floor is like new! A durable giant in a range of widths from 1 to 5 feet! (Can be removed from block for washing.)

and for wet mopping:
Our nationally-famous

VICTORY WET MOP



Thousands of maintenance men use only VICTORY MOPS for wet-mopping. They know from experience the VICTORY with its sturdy, heavy-duty yarn, is in a class by itself for quick pick-up, for durability, for true economy . . . Try it and you'll agree enthusiastically!

HOLZ-EM APPLICATOR

This applicator seems to have no sales limit! Used by more professionals than any other . . . HOLZ-EM is constructed of sheepskin especially selected for correct wool-texture. Assures even-spreading of wax, sealer, varnish, etc., to any type of floor.

Order these AMERICAN STANDARD products from your regular supplier. He has them—or can get them for you. If not, write direct for complete details and prices.

"TOPS IN MOPS!" AMERICAN STANDARD MFG. COMPANY

INCORPORATED 1908

CHARLES E. KREBS and WALTER O. KREBS
2507 S. GREEN STREET • CHICAGO 8, ILL.



Manufacturers' Catalogs

SE-601 Glass Blocks

P. C. Glass Blocks for Industrial, Commercial and Public Buildings. This 24-page catalog is designed to be a reference manual and lists information on physical performance, technical data on light transmission, insulation values, installation detail drawings, accessory materials and complete specifications. A feature of the catalog is an easy-to-read pictorial description that makes an easy job of selecting the proper functional pattern for maximum daylighting results. PITTSBURGH CORNING

CORP., One Gateway Center, Pittsburgh 22, Pa.

SE-602 Laboratory Equipment

What's New for the Laboratory. A new 24-page catalog has just been released featuring a new line of heating mantles with aluminum housings, two new ovens, a sterile fluids pump, "Pyrex" glass fraction cutter, chromatography equipment, Ultra-Violet lamps, Coors porcelainware plus many other items. SCIENTIFIC GLASS APPARATUS CO., INC., Bloomfield, N. J.

SE-603 Floor Tile

Vinylast. This four-page brochure features

the new line of "Caribbean Colors" developed by Gerald K. Geerlings, color consultant and New York architect. The booklet describes the principal characteristics of Vinylast and displays the numerous patterns and colors available. VINYL PLASTICS, INC., P. O. Box 451, Sheboygan, Wis.

SE-604 Safety Treads

This 12-page two-color catalog contains the complete line of Wooster's Safe-Groove Treads, Aluminum & Brass Bases, Extruded Thresholds, Abrasive Cast Treads, Floor Plates, Trench Covers, Abrasive Cast Thresholds and repair information. A pictorial description of each product is featured. WOOSTER PRODUCTS, INC., Wooster, Ohio.

SE-605 School Heating Controls

General Maintenance of Pneumatic Control Systems. Classroom heating conditions that cause pupil discomfort are described—and corrections are suggested—in a new handbook for school maintenance personnel. The booklet is designed to help acquaint school custodians with the complex system of heating and heat-regulation used in the modern school and to provide a quick source of reference material when trouble develops in the heating or heat control system. It covers the servicing of all types of Honeywell school heating controls and unit ventilating systems and sets up recommended maintenance schedules. MINNEAPOLIS-HONEYWELL REGULATOR CO., Minneapolis 8, Minn.

SE-606 Photocopy Machine

The Peerless Dri-Stat. A six-page two-color brochure describing the new Dri-Stat line of transfer-process photocopying equipment and materials has just been issued. The brochure illustrates the several items of Dri-Stat equipment, including a completely new design of flat-bed printer which is used to expose the original matter with a sheet of Dri-Stat #1 paper, and two models of a separate processing unit through which this #1 paper and a sheet of Dri-Stat #2 paper are passed to give the Dri-Stat positive copy. PEERLESS PHOTO PRODUCTS, INC., Shoreham, Long Island, N. Y.

SE-607 Water Heating Products

A completely new and modernized 32-page catalog, No. 80, has just been released as a reference guide for the architect, engineer and heating contractor. It contains the latest line of Kewanee high and low pressure steel boilers and full descriptions and illustrations of water heating products, both direct fired and storage types as well as indirect heating coils. KEWANEE-ROSS CORP., Kewanee, Ill.

SE-608 Fluorescent Lighting Fixtures

Smithcraft has issued two new folders on the "Puritan" and "Plymouth" fluorescent lighting fixtures. Both four-page folders describe in detail the specific lighting characteristics of the fixtures. Mounting details are included to illustrate the simplicity of installation. SMITHCRAFT LIGHTING DIVISION, Chelsea 50, Mass.

**BOTH BRADLEYS
PROVIDE
THE UTMOST IN
SANITARY
WASHING FACILITIES**



With foot-control, hands touch nothing but clean running water—no chance of contaminating contacts.

No water waste since supply is cut off immediately foot is removed. No faucet maintenance... Collection of dirty water is impossible since bowls are self-flushing. No chance of spreading disease—the maximum in sanitation, economy and utility.

Wherever washing facilities are required—Bradleys are the answer. Catalog 5204 is well illustrated and includes full details. Copy mailed on request without obligation.

BRADLEY WASHFOUNTAIN CO., 2233 W. Michigan St., Milwaukee 1, Wis.

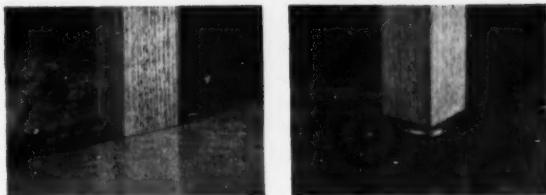


Write today
for Catalog 5204

BRADLEY
washfountains

Distributed Through Plumbing Wholesalers

Which table belongs at the head of its class?



The one with the BASSICK Glide, of course!

With Bassick Rubber-Cushion Glides on school furniture, there's real "silence in the classroom".

Flat, polished, hardened-steel base slides noiselessly and easily, protects floors and cuts maintenance. Cushioned in live rubber.

Write for free set, telling us whether for wood, flat metal or tubular metal furniture (giving inside dia. of tube). THE BASSICK COMPANY, Bridgeport 2, Conn. *In Canada: Belleville, Ont.*



Bassick

STEWART
SW
WARNER

MAKING MORE KINDS OF CASTERS...MAKING CASTERS DO MORE

75 YEARS OF CASTER LEADERSHIP

SE-424

Check these "SAFE-TEE" features

Ionia "SAFE-TEE" FOLDING CHAIRS

This Ionia Model 40 is a low-cost, all-steel, indestructible folding chair with a new safety design.

Again Available!
Our Model 45—luxury chrome finish, leather upholstered spring-filled seat and back. For top-flight executive use.

Choice of colors. Write today for folder and prices.

IONIA MFG. CO. • IONIA, MICH.

SE-425

ONLY NEWCOMB SCHOOL PHONOGRAPHS GIVE YOU ALL 5

Illustrated: Newcomb Model R-12 Portable Phonograph. Plays 33½, 45 and 78 RPM records up to 12". Powerful 5 watt amplifier. Big 6" x 9" oval Alnico V PM dynamic speaker.

1 Entirely Shock-Proof

Never again need you worry that students or instructors might be injured through electric shock from a phonograph. All Newcomb phonographs offer the complete safety of 100% transformer powered A. C. construction. U. L.-approved for further safety.

2 Easily Portable

Your most fragile instructor can carry Newcomb portable phonographs with ease. For example, the R-12, shown here, weighs only 20 pounds, is only 13¾ x 14⅛ x 7¾ inches.

3 Beautiful Console-Like Tone

No more brassy, tinny, distorted music, when Newcomb's engineering skill joins forces with your record library. Here is wonderfully rich, easily controlled tone quality, engineered to let your music appreciation students really appreciate music!

4 Rugged Build

Newcomb knows school use can be rough on delicate phonographic equipment. Consequently, these phonographs, built exclusively for schools, were constructed for heavy-duty use. The big permanent magnet speakers are carefully protected by kickproof metal grill. The sturdy, glue-blocked carrying case is built of ¾ inch plywood, covered with durable, washable fabricoid. Metal guards protect all corners.

5 Exclusive "Floating Sound" Construction

Eliminates needle skipping due to bumps, jars or vibration. Latest type feather weight crystal pickup assures maximum record life.

Listen... and you'll hear something wonderful...

NEWCOMB
SOUND LEADERSHIP SINCE 1937

SCHOOL PHONOGRAPHS • HIGH FIDELITY AMPLIFIERS & TUNERS • COMMERCIAL SOUND SYSTEMS • MOBILE & PORTABLE PUBLIC ADDRESS SYSTEMS

NEWCOMB Dept. S, 6824 Lexington Ave. Hollywood 38, Calif.
Please send me:
<input type="checkbox"/> Illustrated free catalog, giving full details on Newcomb school phonographs and transcription players.
<input type="checkbox"/> Name of my nearest Newcomb distributor.
NAME _____
ADDRESS _____
CITY _____ ZONE _____ STATE _____

Manufacturers' Catalogs

SE-609 Pedestal Tool Grinder

Catalog 5328. This catalog describes the recently introduced 8" and 10" South Bend Pedestal Tool Grinders as modern machines functionally designed for better and easier off-hand grinding. One special feature includes—knuckle room to spare, because there is no bulky motor between the grinding wheels. This two-color folder illustrates the chief design improvements and specifications are listed. **SOUTH BEND LATHE**, South Bend 22, Ind.

SE-610 Conveying Equipment

Catalog GC-53. A new, 16-page illustrated catalog of Rapistan conveying equipment is now available. This 2-color brochure has photographs, specifications and application suggestions on the complete line of portable and permanent-type belt units, gravity wheel and roller conveyors in steel and lightweight aluminum, and hand trucks for a wide range of handling jobs. The catalog also explains and graphically shows how the conveying equipment can be used as separate units, or combined in a variety of ways to fit individual handling problems. **THE RAPIDS-STANDARD CO., INC.**, 342 Rapistan Bldg., Dept. GC, Grand Rapids 2, Mich.

SE-611 Magnetic Receiver

This two-color catalog has just come off press and features the new Telex Twin-set which is extremely lightweight. It operates through two receivers resting on the temples (not on the ears) piping the sound through a slender, tubular sound arm directly into the ear. The catalog lists the specifications and explains its many professional, business and technical uses from stenography to aviation. **TELEX, INC.**, DEPT. KP, Telex Park, St. Paul, Minn.

SE-612 Hot Water Controls

Bulletin F 6167. This new catalog describes the flexibility of Barber-Colman Electronic Outdoor Reset Hot Water Controls. By simply turning a knob, the ratio of change in outdoor temperature to change in water temperature can be adjusted. The electronic panels house all adjustments and may be located convenient to operating personnel. Calibrated self-explanatory dials and switches incorporated in the control panel simplify the making of adjustments, and eliminate complex instructions on operating procedures. **BARBER-COLMAN CO.**, Rockford, Ill.

SE-613 Balanced Door

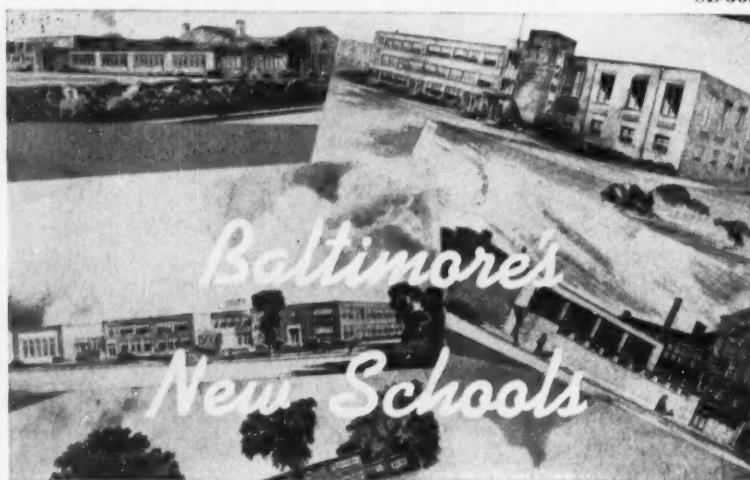
Ellison the Balanced Door. This attractive 16-page brochure describes the new Ellison balance principle of controlling the action of the Balanced Door. This control mechanism is entirely concealed in the head jamb and consists of hydraulic check, hydraulic bumper and automatic hold-open device. Two readily accessible speed adjustments permit the easy regulation of door closing speeds to suit individual conditions. Numerous photographs display the various designs obtainable and construction details and specifications are featured. **ELLISON BRONZE CO., INC.**, Jamestown, N. Y.

SE-614 Lighting Equipment

Cutler Mirac-O-Lite. A new 16-page brochure just released by Cutler describes the entire line of Cold Cathode Fluorescent lighting equipment. It discusses Mirac-O-Lite, its many advantages and its large variety of applications. The Bent Lamp Group of fixtures and the Straight Lamp Fixture Group are both displayed with specifications and installation photographs. An easy-to-follow method for light calculation is provided in addition to general specifications and illustrations of fixture assembly. **CUTLER LIGHT MANUFACTURING CO.**, 2024-28 No. 22nd St., Philadelphia 21, Pa.

SE-615 Laboratory Equipment

Catalog SD-2. This 12-page, 2-color brochure displays convenient room layouts for laboratories, which obviates the need for potential users of this equipment to go to the expense of doing their own planning. Variety and uses of sectional units will assist in planning. **METALAB EQUIPMENT CORP.**, 214 Duffy Ave., Hicksville, L. I., N. Y.

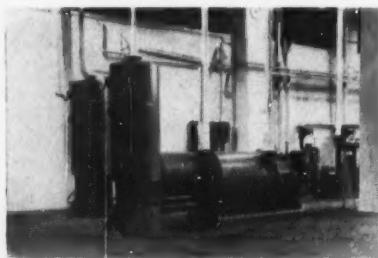


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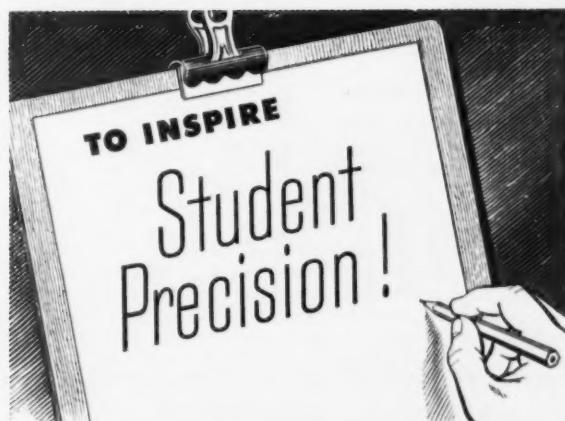
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Audio-Visual Aids

SE-616 Skilled Trades

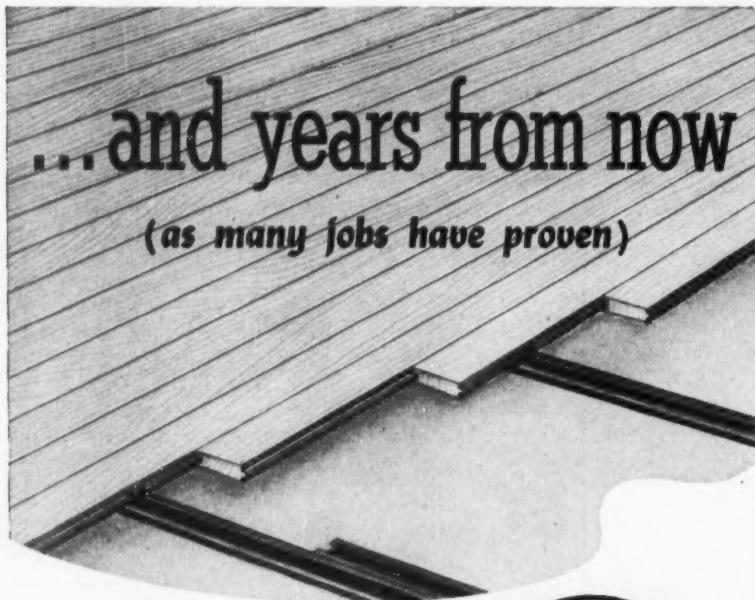
Your Future in the Skilled Trades. This series of five films include: *Woodworking Trades, Building Trades, Basic Electrical Trades, Radio, Television and Electrical Appliance Repairmen, Printing Trades.* Interesting as well as carefully selected photographs depict the importance as well as the general aspects of certain occupations in the various skilled trades. Other information provided to assist the career-minded student in choosing his vocation is: extent of opportunities, re-

quired education, wages, possibilities for advancement, expected duties and working conditions. SOCIETY FOR VISUAL EDUCATION, INC., 1345 Diversey Parkway, Chicago 14, Ill.

SE-617 1954 Catalogue

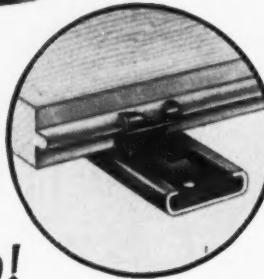
Films Of The Nations' new 1954 catalogue is now available and it lists over one hundred titles of films covering 23 sections of the world. It includes an Art Series and a Nature Studies Series such as, *Spring Comes to A Pond, Birth of A Florida Key, Underwater Spearfishing.* Also featured is the new and unusual series of Teaching Films which are listed

SE-364



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under the heading, The Guitar and Eye Series. These five minute short-shorts include such titles as, *The Puppy, The Mailman, and The Fisherman*, each of which covers an everyday occurrence. FILMS OF THE NATIONS, 62 West 45th St., New York 36, N. Y.

SE-618 Film Rental Catalog

This 20th Anniversary Edition is keyed towards providing the right type of entertainment suitable for every institution . . . school, church, camp, club, etc. The catalog is divided into two sections: Entertainment Films and Educational Films. The entertainment section comprises an extensive selection of feature films, comedies, cartoons, musicals, westerns and religious films. The educational section lists thousands of films concentrating on subjects such as science, geography, history, health and hygiene, arts and crafts, human relations, language arts etc. It is compiled alphabetically and by subject matter, and it quickly presents the title, number of reels, rental price, short synopsis and stars, if any. INSTITUTIONAL CINEMA SERVICE, 1560 Broadway, New York 36, N. Y.

SE-619 American Literature

Four new 16mm sound motion pictures, the first in a series covering the development of American literature from colonial times to the present day, have just been released. Providing a rich background for the beginnings and growth of literature in this country, the films include *Colonial Times; Revolutionary Times; Early National Period* and *The Realists*. CORONET FILMS, Coronet Building, Chicago 1, Ill.

SE-620 Art Materials

Adventures with Art Materials. A new series just released for sale in color, these films provide an exciting, challenging departure into the wondrous world of art. By witnessing actual classroom situations, we become aware of "the magic" in a wax crayon, "the hidden secrets" in a lump of clay and "the stroke of genius" that may flow from a brush. They also provide excellent guidance in the use of the various materials. SOCIETY FOR VISUAL EDUCATION, INC., 1345 West Diversey Parkway, Chicago 14, Ill.

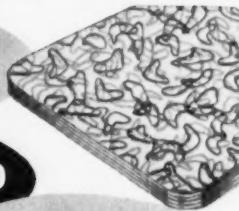
SE-621 World of Nature

The World Around Us. A pamphlet describing a series of ten 16mm films in color devoted to the living world of nature has just been published. This series of films displays brilliant color photography of the creatures who inhabit the land, the water and the forest. The life history of many of our country's most interesting birds is shown in slow motion including close-up scenes of feeding, fighting, courtship, hunting and playing. There are many other examples of the wonders of wildlife, stressing their interrelation and the need to use our great resources of land, water and forest with foresight and care. PICTURA FILMS CORP., DEPT. N, 487 Park Ave., New York 22, N. Y.

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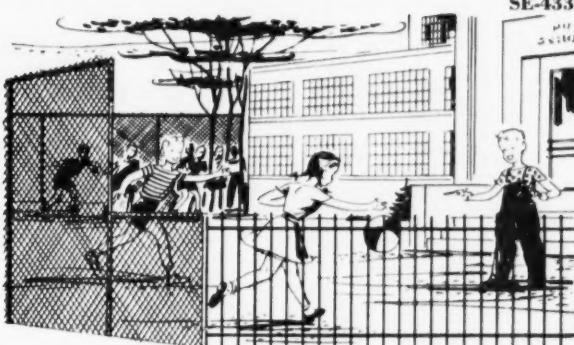
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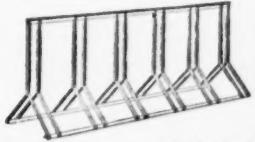
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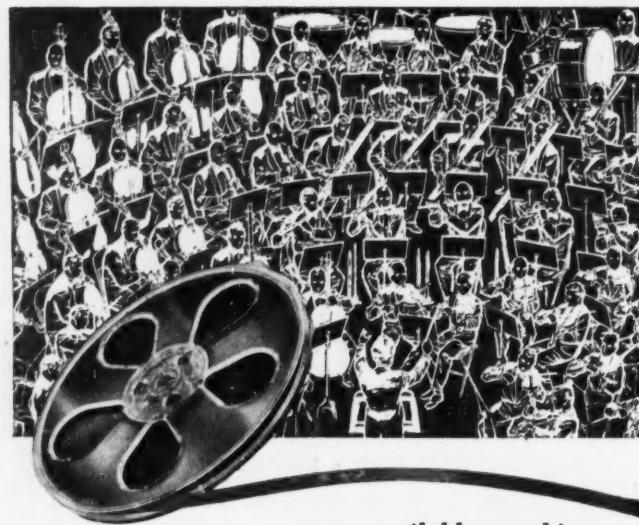
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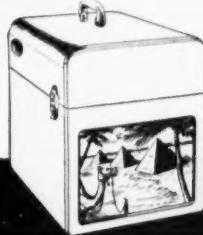
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Lower costs
Hot meals
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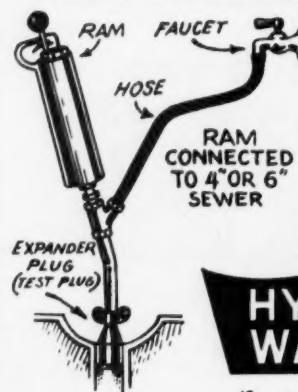
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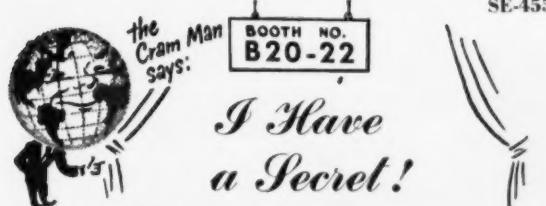
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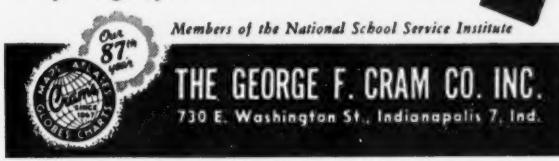
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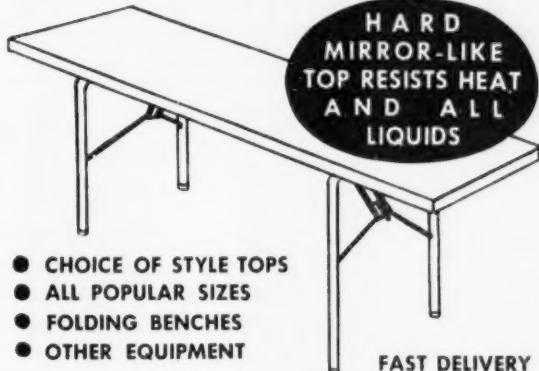
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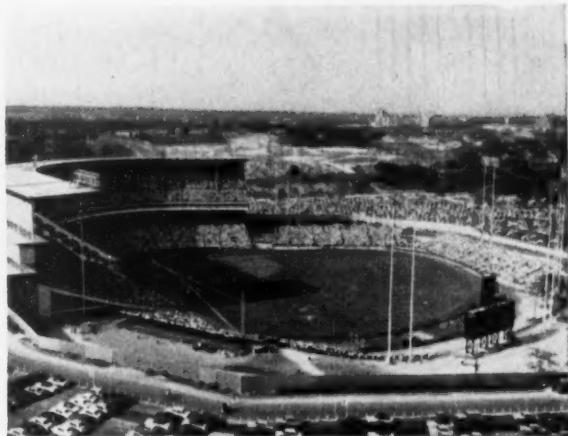
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SE-455



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National attention has been focused on Milwaukee's two new sports bowls—the outdoor "Stadium" (home of the record-shattering Braves baseball club) and the indoor "Arena."

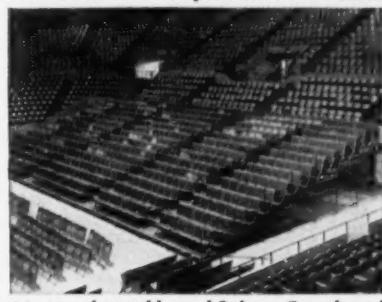
Both structures are made adaptable to different sports and other spectator events with a substantial number of Safway tubular steel bleacher seats. These portable seats can quickly be shifted to other locations for changing attractions.

For example, the Green Bay Packers pro football team played three games in the Stadium, with the Safway Bleachers swung in along one sideline. A summer ice skating show also appeared in the Stadium when the Braves were away from home.

The Arena is home for Milwaukee's pro basketball Hawks and hockey Chiefs. Boxing and wrestling cards, ice skating shows and many other events are also permitted with seats which can be moved as the occasion requires.

WRITE FOR BULLETIN

Learn how you can use Safway Steel Bleachers for permanent and portable seating. Write now for your free bulletin.



14 rows of portable steel Safway Grandstand seats at Milwaukee Arena can be placed at end of floor opposite to stage.



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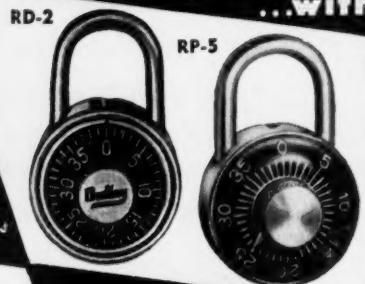
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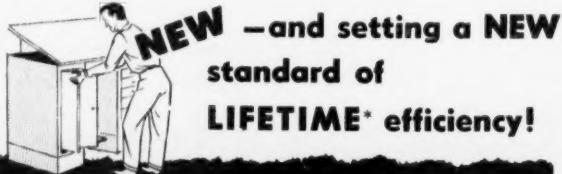
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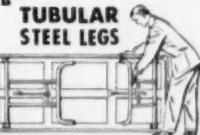
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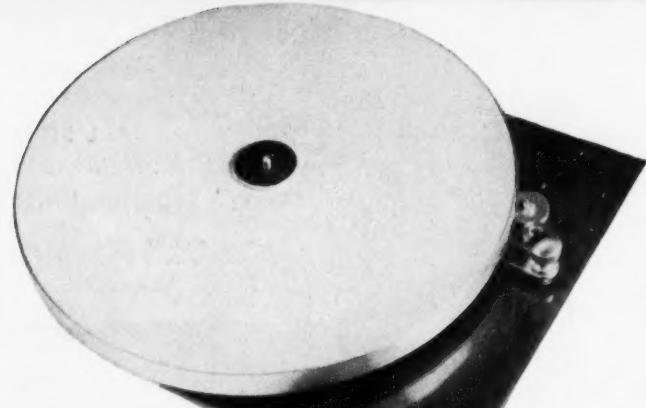
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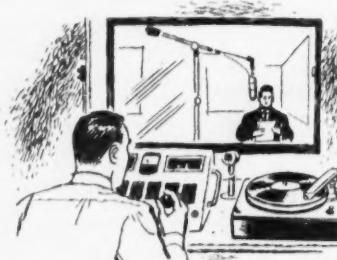
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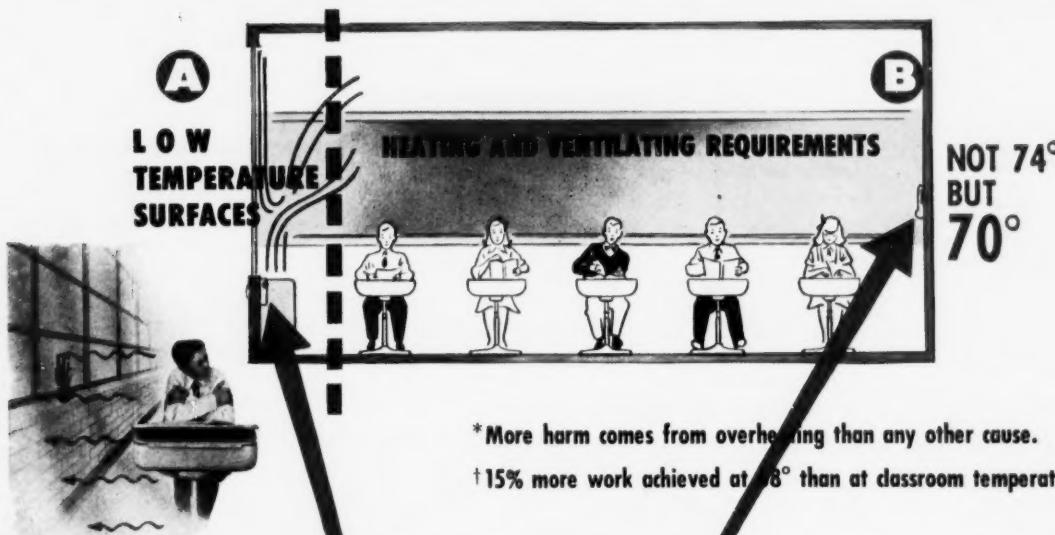
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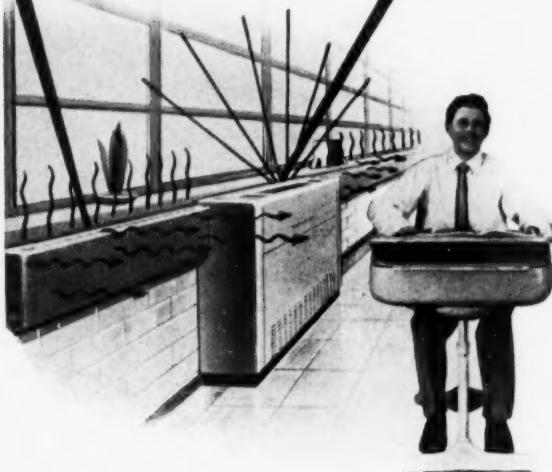
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*† Source—Report of New York State Commission on Ventilation.

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